

**AN ERROR ANALYSIS OF STUDENTS IN USING SIMPLE PAST TENSE
IN SPEAKING AT THE FIRST SEMESTER OF TWELFTH GRADE
OF MA AL-HIKMAH BANDAR LAMPUNG
IN ACADEMIC YEAR OF
2018/2019**



A Thesis

**Submitted as a Partial Fulfillment of
The Requirements for S1-Degree**

By

**BELLA SAPUTRI
NPM: 1411040031**

Study Program: English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
RADEN INTAN STATE ISLAMIC UNIVERSITY
LAMPUNG
2018**

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Study Program: English Education

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**TARBIYAH AND TEACHER TRAINING FACULTY
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LAMPUNG
2018**

ABSTRACT

AN ERROR ANALYSIS OF STUDENTS IN USING SIMPLE PAST TENSE IN SPEAKING AT THE FIRST SEMESTER OF TWELFTH GRADE OF MA AL-HIKMAH BANDAR LAMPUNG IN ACADEMIC YEAR OF 2018/2019

By:
Bella Saputri

This research aimed to analyze the errors and to provide description of errors analysis in using simple past tense on speaking. Speaking English and mastering simple past tenses are not easy to do for students who are new learning English because they face different conditions, moreover in Indonesia. For this reason the objective of this research is to find out the error that students make in using simple past tense in speaking based on surface strategy taxonomy and to find out the sources of error at the first semester of twelfth grade at MA Al-Hikmah Bandar Lampung.

This research used qualitative research in collecting and analyzing the data. The data were gathered from the students and then analyzed in order to draw a conclusion. The subjects of the research were 28 students of the twelfth grade in XII IPA class. This research used documentation to collect the data as a tool to analyze the error by recorded, listened and transcribed their monologues. The students had 1-5 minutes in performing monologue; the researcher transcribed the monologues to analyze, percentage, and classify the error based on surface strategy taxonomy. Afterwards, the researcher also wants to find out the sources of errors that make the students commit errors.

In conclusion, based on the result of the research, it was found the total of the students' errors were 125 items, there are 38(30.4%) items of omission error, 12 (9.6%) items of addition error, 67(53.6%) items of misformation error and 8(6.4%) items of misordering error. There are many errors that students made in omission, addition, misformation and misordering. Those are indicating students' speaking ability and an application of grammar especially in using simple past tense is still low. Based on the data, the researcher concluded that the sources of students' error are interference errors, intralingual errors and developmental errors. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized. The interlingual errors can be seen in forms of word to word translation and wrong words choice.

Keywords: error analysis, simple past tense, speaking

DECLARATION

I hereby declare this thesis entitled “ An error analysis of students in using simple past tense in speaking at the first semester of twelfth grade of MA Al-Hikmah Bandar Lampung in academic year of 2018/2019” is completely my own work. I am fully aware that I have quoted some statements and theories from various sources and they are properly acknowledgement in the next.



Bandar Lampung, October 2018
Declared by,

Bella Saputri
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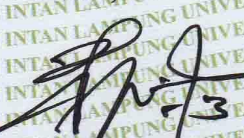
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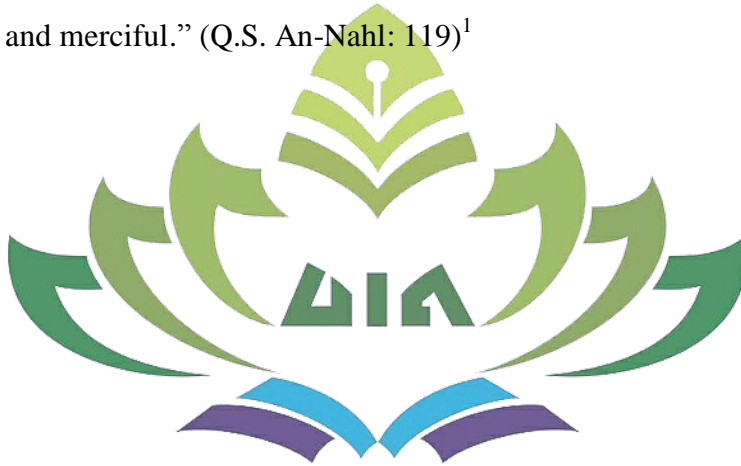
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MOTTO

ثُمَّ إِنَّ رَبَّكَ لِلَّذِينَ عَمِلُوا السُّوءَ بِجَهْلَةٍ ثُمَّ تَابُوا مِنْ بَعْدِ ذَلِكَ وَأَصْلَحُوا إِنَّ رَبَّكَ مِنْ

بَعْدِهَا لَغَفُورٌ رَحِيمٌ ﴿١١٩﴾

119. “Then, indeed your Lord, to those who have done wrong out of ignorance and then repent after that and correct themselves- indeed, your Lord, thereafter, is forgiving and merciful.” (Q.S. An-Nahl: 119)¹

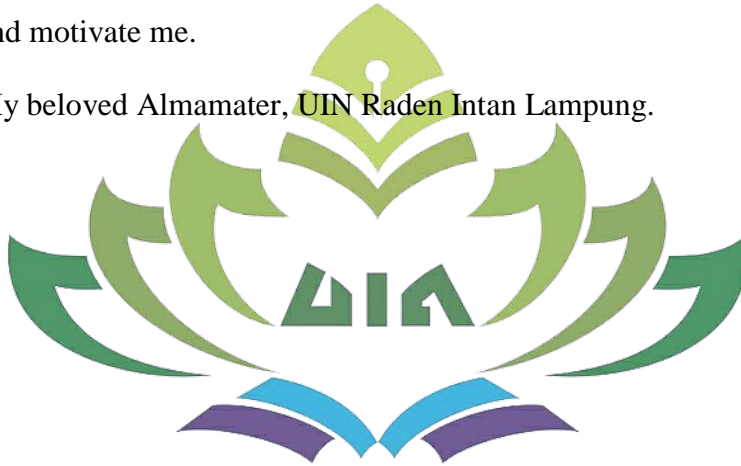


¹ Mushaf Al-Hilali, *Al-Qur'an and the Translation* (4th ed) (Jakarta: Al-Fatih, 2013), p. 281.

DEDICATION

This thesis is dedicated to everyone who cares and loves me. I would like to dedicate this thesis to:

1. My beloved parents, Mr. Sumadi and Mrs. Maryatun who always love, support and keep on praying for my life and success, and give me strength to finish this thesis.
2. My beloved brothers, Sukatman, Sunandar, Sudar Madi who always support and motivate me.
3. My beloved Almamater, UIN Raden Intan Lampung.



CURRICULUM VITAE

The researcher's name is Bella Saputri. She was born on August 14th 1996 in Gedung Ram, Tanjung Raya Subdistrict, Mesuji District. She is the last child of four siblings from Mr.Sumadi and Mrs.Mariyatun. She has three brothers, whose names are Sukatman, Sunandar and Sudar Madi.

The researcher started her study at TK Darma Wanita in 2000 and finished in 2002. She was an alumnus of SD Negeri 1 Gedung Ram in 2009. In same year, she continued her study to SMP Negeri 1 Tanjung Raya and graduated in 2011. Afterwards, she studied to SMA Negeri 1 Tanjung Raya in 2014 and in 2014 she continued her study in UIN Raden Intan Lampung as a student of English Educational Study Program of Tarbiyah and Teacher Training Faculty.

While being a college student, the researcher is a member of UKM Pramuka. In the seventh semester, she did her community service (KKN) in Sukoharjo III, Pringsewu. Furthermore, she was a member of Rumah Inggris Course. She also even taught extracurricular at SD Negeri 1 Surabaya, Kedaton. Moreover, she teaches extracurricular at SMP Al-Azhar 3 Bandar Lampung and MA Al-Hikmah Bandar Lampung.

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Alhamdulillah, all praise to Allah the almighty for this merciful and beneficent, for blessing me with his mercy and guidance to finish this thesis. The peace is upon our prophet Muhammad SAW, with his family and followers. This thesis entitled “An Error Analysis of Students in Using Simple Past Tense in Speaking at the first semester of twelfth grade of MA Al-Hikmah Bandar Lampung in academic year of 2018/2019” is submitted as compulsory fulfillment of the requirements for S1 degree of English Education Program at Tarbiyah and Teacher Training Faculty of Islamic State University of Raden Intan Lampung. Therefore, the researcher would like to express his gratitude and appreciation, especially to:

1. Prof. Dr. H. Chairul Anwar, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty, UIN Raden Intan Lampung.
2. Meisuri, M.Pd, the Chairperson of English Education Study Program of UIN Raden Intan Lampung.
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Finally, the researcher is fully aware that there are still have a lot of weakness in this thesis. For this, the researcher sincerely welcomes critics and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, October 2018
The researcher,

Bella Saputri
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CHAPTER I

INTRODUCTION

A. Background of The Problem

In Indonesia, English is a foreign language which is formally taught at schools from elementary to university level. There are four language skills to be mastered in English, namely listening, speaking, reading and writing. Speaking has usually been compared to writing, both being considered “productive skills”, as opposed to the “receptive skills” of reading and listening. Speaking is closely related to listening as two interrelated ways of accomplishing communication. It means through which learners can communicate with others to achieve certain goals or to express their opinion, intentions, hopes and viewpoints. In addition, people who know a language are referred to as “speakers” of that language. Furthermore, in almost any setting, speaking is the most frequently used language skill.

In this research, the researcher took speaking skill to be analyzed. Speaking has been classified into monologue and dialog. Speaking is the ability that is used for communication in our daily activities. This is supported by Thornbury who stated that speaking is so much a part of daily life that we take it for granted. The average person produces tens of thousands of words a day. Although some people like auctioneers or politicians may produce even more than that, it means that in our daily activities always produce words to keep our

communication running well.¹ By speaking the students can communicate and share their feelings, ideas and opinions. In fact, the students' still have difficulties in expressing their ideas, feelings and interest in, especially in speaking. Practically, in teaching learning process in the classroom, some students do lots of mistakes or even some errors in their speaking activities. The students have difficulties in understanding tenses. The students are still confused to arrange sentence in using simple past tense. Therefore, the students often make errors on their speaking. Making errors are a natural and unavoidable part of the process of learning English.

Error analysis is an activity to reveal errors found in writing and speaking.² The fact that learners do make errors and that these errors can be observed, analyzed, and classified to reveal something of the system operating within the learner, led to a surge of study of learners' errors, called error analysis.³ Hasyim state that, Error analysis is advantageous for both learners and teachers. Besides, benefit for students, error analysis is needed to show them in what aspect in grammar which is difficult for them, while for teachers, it is required to evaluate them whether they are successful or not in teaching. Thus, error analysis should not be neglected in foreign language teaching.⁴ Another concept of error analysis is given by Brown. He defined error analysis as the process to observe, analyze and classify the deviations of the rule of the

¹ Scott Thornbury, *How to teach Speaking*, (London: Longman, 2011), p.1

² Sunardi Hasyim, *Error Analysis in the Teaching of English*, Vol. 4 No. 1 (June 2002) p. 43.

³ H.Doughlas Brown, *Principles of Language Learning and Teaching* (3ed) (New Jersey: Prentice Hall Regents, Englewood Cliffs, 1994) p.206

⁴ Sunardi Hasyim, *Loc.Cit.* p. 42-43.

second language and then to reveal the systems operated by learner.⁵ The definition above clarifies that error analysis is an activities faced by someone in speaking or in writing English. Furthermore, it explains that error analysis is a technique to investigate errors of words and sentences in writing or speaking. The point of observing, analyzing and describing are to divide the errors based on their taxonomies. They are (1) linguistic category; (2) surface strategy; (3) comparative; and (4) communicative effect.⁶

According to the classification of the error, in this research the researcher analyzed the students' error by using surface strategy taxonomy. Since surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed. Dullay et al, states that surface strategy highlights the ways surface structures are altered: the learners may omit necessary items or add unnecessary ones: they may *misform* items or *misorder* them.⁷ Furthermore, surface strategy taxonomy has four error types. They are omission, addition, misformation, and misordering.

Based on preliminary research on Tuesday, January 5th 2018 interview with a English teacher of MA Al-Hikmah Bandar Lampung in academic year of 2017/2018, Mr. Yayan mulyana, S.Pd, it showed some problems faced by the students in their speaking. The teacher said the students' speaking abilities are still low, because some students do lots of mistakes or even some errors in

⁵ *Ibid.*,

⁶ Dulay, Burt, and Krashen, *Language Two*, (New York: Oxford University Press.1982). p.146.

⁷ *Ibid.*, p.150

their speaking activities. The students have difficulties in understanding of tenses. The students are still confused to arrange sentence in using simple past tense.⁸ In this case, many students still made some errors in their speaking. It could be seen from the students' speaking that contain of many errors.

Besides doing the interview to the teacher, the researcher also conducted the interview to some students. There were 14 students taken as the interviewees. The result showed that the students agreed that speaking is difficult skill. It happened because speaking needs competence to speak English. The students also agreed that grammar is one of the problems that commonly face in doing speaking. There were some reasons that make grammar is being difficult for them; such as they confused in deciding the tenses used, they thought that grammar have many rules, and they confused to arrange sentence in using simple past tense.

This research primarily deals with the students' English grammatical errors in using simple past tense in speaking. In fact, Indonesian language there is no tense like in English, for instance; in Indonesian language "*Saya makan mie setiap hari*", and "*Saya makan mie kemarin*", the word *makan* in Indonesia does not change in different time. In English "I eat noodle everyday" and "I ate noodle yesterday". In English, there is a change in the word *eat* if it is used in different time. Setiadi points out that English tends to be very difficult to be learned by Indonesian learners' because the Indonesian language has no

⁸ Yayan mulyana, *Interview with a Teacher*, MA Al-Hikmah, Bandar Lampung, January 5th 2018.

tenses that are similar to the tenses of English.⁹ So, that is why grammar is very important in speaking because if the speakers do not master English grammar perfectly, they cannot speak English well.

There were some previous researches about error analysis which have been done before. First, Winda Julianti with research title: analyzing the students' grammatical error in spoof text writing of the twelfth grade at the first semester of SMAN 1 Belalau Lampung Barat in academic year of 2017/2018. She found that there were the proportions of students' error, there were 80 incorrect items out of 27 essays. The proportions (frequency and percentage) of the students' error in making spoof text were omission errors 20 items or 25%, addition errors with 5 items or 6.25%, misinformation errors with 51 items or 63.75%, and misordering with 4 items or 5%. Therefore, the result showed that misinformation errors were the highest error that made by the students.¹⁰

Second, Tri Handayani Agustina with research title: an error analysis in using simple past tense in writing recount text made by the eighth grade students of SMPN 2 Papar academic year 2015/2016. She found that there were the proportions of students' error, they were omission of to be 22 errors or 16,92% and main verb (regular verb) 20 errors or 15,39% and regular verb 10 errors or 7,70%, addition error (regularization), those were regular verb 6 errors or 4,62% and irregular verb 2 errors or 1,54%, and the last was

⁹ Bambang Setiadi A.G, *Teaching English as Foreign Language* (Bandar Lampung : Lampung University, 2003) , p.22.

¹⁰ Winda Julianti, "Analyzing the students' grammatical error in spoof text writing of the twelfth grade at the first semester of SMAN 1 Belalau Lampung Barat in academic year of 2017/2018", (Thesis S1 degree UIN Raden Intan Lampung). 2017.

misformation (regularization) 70 errors or 53,85%. Therefore, the result showed that misformation errors were the highest error that made by the students. Then, these errors were caused by their interlingual transfer and intralingual transfer. Thus, the students of eighth grade have made errors in omission, addition and misformation and the causes were their mother tongue (Interlingual), and students' knowledge (Intralingual).¹¹

Third, M. Faisal Budiman with research title: an analysis of students' grammatical errors in using singular and plural nouns in performing dialogue at the first semester of the seventh grade at MTsN 2 Bandar Lampung in the academic year of 2017/2018. He found the total of the students' errors were 66 items, there were 43 (65,1%) items of omission error, 19 (28,8%) items of addition error, and 4 (6,1%) items of misformation error. There were many errors that students made in omission, addition, and misformation. Those were indicating students' speaking ability and an application of grammar especially in using singular and plural noun was still low.¹² From the previous research it can be concluded that the highest error happened in misformation. It shows that all of the students produce errors in surface strategy taxonomy including omission, addition, misformation and misordering. It can be found that the causes of the students' error are interlingual and intralingual.

¹¹ Tri Handayani Agustina, "An error analysis in using simple past tense in writing recount text made by the eighth grade students of SMPN 2 Papar academic year 2015/2016", (Thesis S1 degree), 2017.

¹² M. Faisal Budiman, "An analysis of students' grammatical errors in using singular and plural nouns in performing dialogue at the first semester of the seventh grade at MTsN 2 Bandar Lampung in the academic year of 2017/2018", (Thesis S1 degree UIN Raden Intan Lampung), 2017.

In this study, the researcher was very interested to conduct the research with title: an error analysis of students in using simple past tense in speaking at the first semester of twelfth grade of MA Al-Hikmah Bandar Lampung in academic year of 2018/2019.

B. Identification of the Problem

According to the background of the problem, the researcher identified the problems as follows:

1. The students have difficulties in understanding simple past tense.
2. The students are confused to arrange sentence in using simple past tense.

C. Limitation of the Problem

Based on the identification of the problem above, the researcher focused on an error analysis of students in using simple past tense in performing monologue based on surface strategy taxonomy at the first semester of twelfth grade of MA Al-Hikmah Bandar Lampung in academic year of 2018/2019.

D. Formulation of the Problem

The researcher formulated the problems as follows:

1. What are types of errors in using simple past tense in students' speaking based on surface strategy taxonomy?
2. How many percentages of errors in using simple past tense in students' speaking based on surface strategy taxonomy?

3. What are sources of errors in using simple past tense in students' speaking?

E. Objectives of the Research

Based on formulation of the problem above, the objectives of the research are:

1. To know what are the type of errors in using simple past tense in students' speaking based on surface strategy taxonomy
2. To find out how many percentages of each errors in using simple past tense in speaking based on surface strategy taxonomy
3. To identify the sources of errors in using simple past tense in students' speaking.

F. Uses of the Research

The uses of this research are as follows:

1. Theoretical contribution

The finding of this study will expect to be useful for a reference for other researcher who wants to conduct a similar field of research in error analysis (EA), in term of errors in using simple past tense based on surface strategy taxonomy.

2. Practical contribution

- a. Researcher

This research was designed by the researcher to be able to boost the researcher's ideas to investigate the student's problems. The researcher

can get some experiences, share ideas, know types of error analysis, find out sources of error analysis and know the students errors in using simple past tense in speaking.

b. Teachers

This research was designed to help the English teacher to find the common errors by the students in using simple past tense. Therefore, English teacher can look for appropriate strategies to address the problems. Not to mention, the English teacher will be able to encourage students' self-awareness in speaking a research in order to be able to enhance the speaking competency of the students.

c. Students

This research was designed to show the kinds of common errors to the students who are arduous to learn and practice speaking in order to make them recognize the errors that the students make. The awareness about the errors they make could be helpful for them to adjust their learning strategy accordingly. Students are able to know what is wrong and why it is wrong when teacher evaluate them. Finally, students are invited to revise their errors so that they will not encounter the same trouble anymore.

G. Scope of the Research

1. The Subject of The Research

The subject of this research was the students at the first semester of twelfth grade of MA Al-Hikmah Bandar Lampung.

2. The Object of The Research

The object of the research was an error analysis of students in using simple past tense in speaking.

3. Place of The Research

The place of this research was conducted at MA Al-Hikmah Bandar Lampung.

4. Time of The Research

The time of this research was conducted in academic year of 2018/2019.



CHAPTER II

REVIEW OF LITERATURE

A. Concept of Error

1. Definition of Errors

As stated by Khansir that errors are an integral part of language learning. The learner of English as a second language is unaware of the existence of the particular system or rule in English language.¹ Consequently, learning is the process that involves the making error. In making the error by the students who learn English as second language, it means the students do not aware about what they do.

In agreement with Keshavarz, errors are considered to be systematic, governed by rule, and appear because a learner's knowledge of the rules of the target language is incomplete.² Therefore, error is wrong response because the students or the learner do not have knowledge about what the right answer is. If students make mistake, it means the students have wrong response thought about it and they would realize what the right answer is.

In agreement with Corder, an error, on the other hand, is systematic. That is, it is likely to occur repeatedly and does not recognize by the learner as an error. The learner in this case has incorporated a particular erroneous form

¹ Ali Akbar Khansir, "Error Analysis and Second Language Acquisition". *Theory and Practice in Language Studies*, Vol.2 No.5 (May 2012), p.1027.

² Mohammad Hossein Keshavarz, *Contrastive Analysis & Error Analysis* (New Ed) (Tehran: Rahnama Press, 2011), p.60.

(from the perspective of the TL) into his or her system.³ It means when the students make an error, they do not recognize the right answer. Error is also the result of incomplete learning and errors cannot be self-corrected.

End of the line, error is a wrong result made by students who learning second language in their learning process and the students do not know or the students unaware about what the right answer is. Although according to some linguists errors might do not be seen as signs of failure, the researcher thought that they are the clearest evidence of the need for developing the systems of learning. These errors need to be given special attention by their teacher.

2. Definition of Mistake

Mentioned by Brown a mistake refers to a performance error that is either a random guess or a "slip" in that it is a failure to utilize a known system correctly. All people make mistakes, in both native and second language situations.⁴ It means that mistake almost same as error. The point that make them different is mistake has known system correctly whereas error does not. It means, if people do the something wrong, but they realize what they do. It is mistake.

Confirming to Keshavarz, in contrast to errors, mistakes are random deviations, unrelated to any system, and instead representing the same types

³ S. P. Corder "The Significance of Learners' Errors" *International Review of Applied Linguistics*, No: 5 (1967), pp.161–170.

⁴ H. Douglas Brown, *Principles of Language Learning and Teaching* (5th ed) (United State of America, 2007), p.228.

of performance mistake that might occur in the speech or writing of native speakers, such as slips of the tongue or pen, false starts, lack of subject-verb agreement in a long complicated sentence, and the like.⁵ Mistake cannot be avoided in learning process.⁶ Therefore, mistake is different from error. Mistake can happen in the speech or writing native speaker. The reason that make the students do mistake is slip of tongue (only in speaking), false start, lack of subject-agreement in a sentence and etc.

As support by Corder, mistakes are akin to slips of the tongue. That is, they are generally one-time-only events. The speaker who makes a mistake is able to recognize it as a mistake and correct it if necessary.⁷ So, mistake usually is done only one time, more than one time, it is called error. The speaker or the writer who make a mistake, can realize that they wrong so they corrected by themselves.

As a result, the researcher concluded that mistake is a wrong result from the students or learner or all people in the world they slip of the tongue, false starts, lack of subject-verb agreement in a long complicated sentence, and etc. In their performance and they can correct it by their self. in making mistake generally one-time-only events. If students make mistake, it means the students have wrong response thought about it and they will realize what the right answer is.

⁵ Mohammad Hossein Keshavarz, *Op.Cit.* p.61.

⁶ Leo, Sutanto. *A Challenging Book to Practice Teaching In English*, (Yogyakarta: Penerbit Andi), 2013. p. 83.

⁷ S. P. Corder, *Loc.Cit.*

3. The Differences of Error and Mistake

Error is usually compared with mistake. It is important to make a clear distinction between them since both are different. To be more clarified between error and mistake, Hubbard at al said “Errors are derived by one’s lack of knowledge about the target language or by incorrect hypothesis about it. “Errors are visible, but they cannot be self corrected. Error can reflect the competence of the learner since they reveal the portion of the learner’s competence in the target language.⁸ Mistakes are caused by temporary lapses of memory, confusion, slips of the tongue or so on. While, Brown noted that mistake refers to a performance error or a failure to utilize a known system correctly. Mistake is the result of some sort of temporary breakdown or imperfection in the process of random ungrammaticalities. Mistake can be self corrected when someone puts attention to them.⁹ In other word, a mistake refers to a performance error that is ether a random guess or a “slip”, in that is is a failure to unntilize a known system correctly.¹⁰

Tifani and Filma clarify the meaning of the word “error and mistake”. There are diifferent definitions about errors and mistakes:

“ Errors reflect gaps in student’s knowledge. They occur because the student does not know what is correct. Pit corder (1999) support the idea that ” error are caused by igrorance of the appropriate rule or

⁸ H.Douglas Brown, *Principles of Language Learning and Teaching*, (4ed) (London: Longman, Inc, 2000) p.217.

⁹ *Ibid.*,

¹⁰ H.Doughlas Brown, *Principles of Language Learning and Teaching*, (3ed) (New Jesey: Prantice Hall Regents, Englewood Cliffs, 1994) p.205.

structure in the foreign language. Mistakes reflect occasional lapses in performance, confusion, slips of tongue, etc. They occur because in a particular instance, the student is unable to perform what he or she knows. “A mistake, according to Pit Corder (1999), is a problem not of knowing but of application”.¹¹

Therefore, error reflects to the student’s ability who does not know the right answer because they ignorance of the appropriate rule or structure in the foreign language. Different from error, a mistake relates to slip or uncontrolled focus from student. Actually in mistake, the student knows what the correct answer, so they can realize what the wrong is.

The different system of language could make language learners do some errors and mistake. According to Brown in order to analyze learners’ errors in a proper prospective, learning a foreign language, it is crucial to make a distinction between mistake and errors that is either random or a “slip” in that term. We often use the term “mistake and error” both in written and spoken forms.¹² They are commonly used interchangeably, but they are actually different. Lexically, errors mean something done wrong or mistake. This statement means that an error includes mistake, or in other words, they can be used interchangeably. Julian Edge suggests the errors are mistakes which students cannot correct themselves and which therefore need explanation¹³. It means when students make errors, they cannot correct their

¹¹ Tavani, Filma, “Correcting or Not Error and Mistake”. *Article 16 in LCPJ*, Vol.2 No.2 (2009), p. 49.

¹² Brown, H Douglas. 1980. *Principles of Language Learning and teaching* (New Jersey: Prantice Hall Inc, Englewood Cliffs), p.97.

¹³ *Ibid.*, p.99.

errors by themselves but they need the teacher or another to correct their errors themselves.

Based on the explanation above, it could be concluded that errors are the problems of learner's proficiency in the target language. They are derived by learner's lack of the target language. Even though errors are visible, they cannot be self corrected. In the other hand, mistakes are resulted from slips of the tongue, confusion, hesitation and inattention. Unlike, errors, mistakes can be self corrected when someone pays attention to them.

B. Concept of Error Analysis

1. Definition of Error Analysis

Error, although it is inseparable from the process of language learning, it is still important to be treated in order to help the learners eliminate their errors production. In preparing the most appropriate treatment to be given, teachers need to know specifically about the students' error. The most common way used to study the error is through what we call "Error Analysis".

Corder saw error analysis as an important means of evaluating the learning process from different perspectives.¹⁴ First, for teachers, the learners' errors could tell them how far towards the goal the learners have progressed and, consequently, what remains for the learners to learn. Secondly, for

¹⁴ Han and Kim, "An investigation into the gap between Korean university students' grammatical awareness and perception", *Indonesian Journal of Applied Linguistics*, Vol.7 No.1 (May 2017) p.118.

researchers the errors provide evidence of how language is learnt or acquired and what strategies or procedures the learner is employing in his/her discovery of language. Thirdly, for learners, committing errors is a focused way the learner has of testing his/her hypotheses about the nature of the language he is learning.

Ellis and Barkhuizen further explain that Error Analysis (EA) consist of a set of procedures for identifying, describing, and explaining learner's errors.¹⁵ Brown supports this idea by stating the fact that the learners make errors and that these errors can be observed, analyzed and classified to reveal something of the system operating within the errors led to a surge of the learners' errors called error analysis. Based on statement above, it can be asserted that error analysis is procedure used to study the observable errors that the learners make by describing, classifying and evaluating about students' error. The procedures of error checking are; firstly, underlining the errors items. Secondly, the significance of errors items. Try to assess the students' errors in number of omission, addition, misformation and misordering for the technique of describing.

2. Function of Error Analysis

As Selinker puts it, errors are indispensable to learners since the making of errors can be regarded as a device the learner uses in order to learn.¹⁶ Error

¹⁵ Ellis, "The Grammatical Errors on the paragraph writing", Nadiahma'mun, *Jurnal Vision*. Vol. 5. No. 1. (April 2016), p. 98.

¹⁶ Bahrpeyma, M., & Ostad, O. *Error analysis of composition writing: A case of Iranian EFL learners*, Volume 7 Number 1 (2018), p. 102.

will aid in the adoption of appropriate teaching strategies to help EFL students learn better. EA can be considered as a fundamental tool in language teaching in order to reorganize teacher's point of view and readdress his/her methodology for fixing and fulfilling the students' gaps. The purpose of Error Analysis is, in fact, to find " what the learner knows and does not know" and to " ultimately enable the teacher to supply him not just with the information that his hypothesis is wrong, but also, importantly, with the right sort of information or data for him to form a more adequate concept of a rule in the target language".¹⁷

The study of error analysis takes a new importance and has its significance, concerning the use of error analysis, According to Corder, error analysis has two functions, they are:¹⁸

1. To investigate the language learning process. Therefore, by doing error analysis, teacher will get an overall knowledge about the students' ability to measure whether the learning process is successful or not in classroom.
2. Whether it is necessary or not for teacher to have remedial teaching. Learning foreign language for students can create an error. Knowing the students' ability with low score can be a consideration to do remedial or not.

¹⁷ Pooneh Heydari, *Error Analysis: Sources of L2 Learners' Errors*, Vol. 2, No. 8 (August 2012) p.1583-1584.

¹⁸ S. P. Corder, *Error Analysis and Interlanguage*, (Great Britain: Oxford University Press, 1981), p.45.

In this case, the students' errors give some benefits, Corder mentions as follows:

Errors tell the teacher how far their students have progressed to reach the goals. Error analysis has a role play in second language acquisition as well. It can help the teacher to know how far the teacher's goal is reached.

- a. Errors provide evidence of how language is learnt and what strategies the learning is developing. By doing an analysis in students' error, it can be reference for the teacher or the lecturer in understanding the new ways of teaching by giving the feedback on the error made by students or learners.
- b. Errors can be used by the students to learn. It can be through information from the teacher to students about error have been made by the students in their work. The role of error analysis is very important in second language, not only for the teacher but also for the students itself. The students can know their ability from their teacher, so the student can realize their errors.

Based on the importance of error analysis mentioned above, the researcher felt sure that the study of error analysis will contribute many useful things in language teaching. At least, by using this research, English teacher will be able to measure and know how far the materials have been mastered by his/her students, which has not been affectively taught and which teaching should be improved.

3. Types of Error Analysis

Dulay et.al proposes error taxonomies that classify errors according to some observable surface feature of the error itself, without reference to underline cause or source. The taxonomies are linguistic category, surface strategy, comparative, and communicative effect.¹⁹ Then, they are called as descriptive taxonomy.

a. Linguistic category taxonomy

The linguistic category taxonomy classifies errors according to either or both the language component or the particular linguistic constituent the error effect. Constituents include the elements that comprise each language component. For example, within syntax, one may ask whether the error is in the main or subordinate clause; and within the clause, which constituent is affected, e.g. the noun phrase, the auxiliary, the verb phrase, the preposition, the adverbs, the adjectives, and so forth.

b. Surface Strategy Taxonomy

It highlights the way surface structures are altered: learners may *omit* necessary items or *add* unnecessary ones, they may *misform* or *misorder* them, e.g. omission of major constituents (i.e nouns, verbs, adjectives, adverbs) and omission of grammatical morphemes (i.e noun and verb inflection, articles, verb auxiliaries, and preposition), addition of morpheme –ed as in verbs *readed* and *cutted*, misformation of a

¹⁹ Dulay, Burt, and Krashen, *Language Two*, New York: Oxford University Press.1982. p. 145-146.

regular marker is supplied in place of irregular verb *drink* becomes *drinked*, and misordering of sentence *what aunty is doing?*

c. Comparative Taxonomy

The classification of errors in comparative taxonomy is based on comparison between structures of second language errors and certain other types of constructions. For example, if one want to use a comparative taxonomy to classify the errors of Indonesian student learning English, one might compare the structure of the student's errors to that of errors reported for children acquiring English as first language.

d. Communicative Effect Taxonomy

While the surface strategy taxonomy and comparative taxonomies focus on aspects of the errors themselves, the communicative effect classification deals with the errors from the prospective of their effect on the listener or reader. For instance, a sentence: English study the students. This sentence is wrong ordered and may cause incomprehensible to the listener or reader. It concerns on distinguishing between errors that seem to cause miscommunication and those that do not. Then, this taxonomy classifies errors into global errors and local errors as classified by Burt and Kiparsky.

Based on the detail explanation of the types of error classification above, it can be concluded that in this research the researcher analyzes the students'

error by using surface strategy taxonomy. Since surface strategy taxonomy focuses on aspects on the errors themselves and it emphasizes on analyzing the way surface structure are changed.

4. Sources of Error

Most of the types of errors can be identified through the identification stage. The type of error that has been known can lead us to find many sources of the errors. Most linguists formulate the sources of error based on the influence brought by mother tongue to the target language. The easiest classification of error sources has been initiated by Richard. Competence errors are classified according to their sources: interference errors, intralingual errors, and developmental errors.²⁰

a. Interlingual Errors

The term “interference” and “interlingual” has similar connotation found in determining sources of error. Interference or interlingual is errors caused by interference of the learner’s mother tongue. Dullay describes that interlingual errors are similar in structure to a semantically equivalent phrase or sentence in learner’s native language.²¹ Here are some examples of error produced by Indonesian speaker:

My father happy

Yesterday late lunch with my friends

²⁰ Rod Ellis, *The Study of Second Language Acquisition*, (Oxford: Oxford University Press, 1994), p.58

²¹ Heidi Dullay, *Op.Cit.*, p.171.

To know if there is an interlingual error and existence of similarity, the sentence in L2 translated into Indonesian as the L1. The first sentence indicates an interlingual errors in adjectival phrases; the learner interfered with L1 structure so that they produce *My father happy* rather than *My father is happy* because the translation in Indonesian shows the similarity; *Ayahku bahagia* which interferes learner's English sentence.

The second one, the error made by learner because they transfer their L1 structure into L2 structure. The translation of the L2 sentence is; *Kemarin saya makan siang bersama teman-temanku*. In Indonesian, the phrase *makan siang* is semantically and grammatically correct. Whether this phrase translated into L2 *ate lunch* is incorrect. English has its own idiomatic phrase for this utterance with *have lunch/had lunch*.

b. Intralingual Errors

Intralingual errors are those which reflect the general characteristics of rule learning, such as faulty generalization, incomplete application of rules, and failure to learn conditions under which rules apply. Intralingual errors can be detected based on their characteristics:

1) Overgeneralization

Overgeneralization which is caused by the extension of the target language rules to areas where they do not apply.²² It means that learner creates a deviants structure on the basis of his experience of other structures in the target language. It generally involves the creation of one deviant structure in place of two target language structure for example, *She will tries*. The learner knows *she plays, she wears, she sings*, etc. but for using –s after the modal auxiliary is prohibited. The learners over generalize the rule of suffix –s that only used after the third person in simple present tense.

2) Ignorance of rule restrictions

Ignorance of rule restriction refers to the application of rules to context they do not have so that the restriction violates the rule exception.²³ It involves the application of rules to context where they do not apply. An example is *He made me to rest* through extension of the pattern found with the majority of verb that take infinitival complements. The learner ignores the use of *make* which is actually not followed *by to* and a verb. Here, the learner can make another sentence lke: *He asked/wanted/invited me to go*.

²² Merlyn Simbolon, “An Analysis of Grammatical Errors on Speaking Activities”, *Journal on English as a Foreing Language*, Vol.5 No.2 (September 2015), p.76.

²³ *Ibid.*,

3) Incomplete application of rules

Incomplete application of rules relates to the learner's background language and the development of English language learning.²⁴ It involves a failure to fully develop a structure. The common teaching device used is question. Typically, they are used not to find out something, but as means of eliciting sentences. Thus, learners of L2 English have been observed to use declarative word order in question, *understand?* In place of interrogative word order *Have you understood?* or *Do you understand?* This type of intralingual error corresponds to what is often refers to as an error of transitional competence.

4) False concepts hypothesized

False concepts hypothesized which are attributed to the faulty comprehension of distinction in the target language.²⁵ This source of errors arises when the learner does not fully comprehend a distinction in the target language. For example, the use of *was* as a marker of past tense in *One day it was happened.*

According to Brown classifies sources of error into four kinds, interlingual transfer, intralingual transfer, context of learning, and communication

²⁴ *Ibid.*,

²⁵ *Ibid.*,

strategy.²⁶ The following paragraphs are the further explanations about each source given by Brown.

The first is *interlingual transfer* is a significant sources of error for all learners. In these early stages, before the system of second language is familiar, the native language is the only previous linguistic system upon which the learner can draw. For example, an English learner say “sheep” for “ship” or the book of Jack instead of Jack’s book, and so forth.²⁷ It can be inferred that errors are caused by interlingual transfer can be easily detected and analyzed by the teacher through students’ fluent knowledge or even familiarity with the students’ native language.

The second source of errors is *intralingual transfer* is the negative transfer of items within the target language, or put another way., the incorrect generalization of rules within the target language is a major factor in second language learning. It has been illustrated in such utterance as “Does John can sing?” other examples abound-utterance like ‘He good” and “ I don’t know what time is it “²⁸ when the learners translate their mother tongue into English, they have to know the rules that have to be applied in constructing an English sentence.

The third source of errors is *context of learning*, which overlaps both types of transfer. As Brown explains, “The students often make errors because

²⁶ H. Douglas Brown, *Principles of Language Learning and Teaching*, (fourth edition), (Longman, London, 2000)., p.223

²⁷ *Ibid.*, p.224

²⁸ *Ibid.*, p.224

of a misleading explanation from the teachers, tautly presentation of a structure a word in a textbook, or even because of a pattern that is totally memorize in a drill but not properly context totalized.”²⁹ It refers to the setting where a language is learnt, e.g. a classroom or a social situation, and also to the teacher and materials used in the lessons.

It is obvious that *communication strategy* is the conscious employment of verbal mechanisms for communicating an idea when linguistic form are not available to the learner for some reasons. There are two kinds of communication strategies, namely avoidance strategies and compensatory strategies.³⁰ Both strategies have different perceptions of finding the causes of errors in communicating strategy.

Based on theory above, the researcher tended to use Richard’s theory in finding the sources of errors that are face by the students at the first semester of twelfth grade of MA Al-Hikmah Bandar Lampung in academic year of 2018/2019.

5. Procedure of Error Analysis

There were some steps in analyzing errors made by the learners. Theo Van Els, *et al.*, states that there are some procedures in Error Analysis, namely:³¹

²⁹ *Ibid.*, p.226

³⁰ *Ibid.*, p.227

³¹ Nadiahma’mun, *Op.Cit.* p.116.

- a. *Identification of errors.* The first step in the process of analysis is recognition/identification of errors. In this step, teachers recognize the students' errors from the task given by the teachers.
- b. *Description of errors.* The next step is describing errors; it begins when an identification stage has taken place. The description of student errors involves classification of kinds of errors made by the students.
- c. *Explanation of errors.* The third step in the process of analysis is the explanation of error that can be regarded as a linguistic problem. This step attempts to account for how and why the students' errors occur.
- d. *Evaluation of errors.* In this step, the teacher gives evaluation from the task done by the students depends on the task that the teacher will be giving to the students.
- e. *Preventing/Correcting of errors.* The last step is correction of errors, the teacher checks the errors and then gives the correct one. It is done to make the students realize with their errors in order to prevent the students make the same errors later.

According to Corder in Ellis and Barkhuizen the procedure of Error Analysis includes the following steps:³²

- a. *Collecting a sample of learner language.* Collecting a sample of learner language provides the data for the EA. The researcher needs

³² *Ibid.*, p.117-118.

to be aware that the nature of the sample that is collected may influence the nature and distribution of the errors observed.

- b. *Identification of Errors.* The identification of errors involves a comparison between what the learner has produced and what a native speaker counterpart would produce in the same context.
- c. *Description of Errors.* The Description of errors is essentially a comparative process, the data being the original erroneous utterances and the reconstructed utterance. Thus, description of learner errors involves specifying how the forms produced by the learner differ from those produced by the learner's native-speaker counterparts.
- d. *Explanation of Errors.* Explaining errors involves determining their sources in order to account for why they were made. From the point of view of SLA (second language acquisition) research this is the most important stage in an EA.
- e. *Error Evaluation.* It involves determining the gravity of different errors with a view to deciding which ones should receive instruction.

Based on the detail explanation of the procedure of error analysis above, it can be concluded that actually in the procedure of error analysis has the same stages to conduct. Firstly is collecting the data, next the data is identified to find the errors made by the students, thirdly the researcher describes error based on the error classifications and then explains the

source the students' error and the last stage the errors are counted to get the total of errors made by students as evaluation. In this research, the researcher chooses the procedure of error analysis which identified by Corder cited in Ellis and Barkhuizen to conduct the research.

C. Concept of Surface Strategy Taxonomy

Dulay et.al states that surface strategy taxonomy highlight the ways surface structure are altered: learners may omit necessary items or add unnecessary ones; they may misform items or misorder them.³³ Analzing errors from a surface strategy taxonomy prespective holds much promise for researchers concerening identifying cognitive processes that underlie the learner's reconstruction of the new language. It also make us aware that learners' errors are based on some logic. They are not the result of laziness or sloppy thinking, but of the learner's use of interim principles to produce a new language. In addition, Khashen identifies that most errors that are committed by language learners are omitting grammatical morphemes, double marking, using archiforms, misordering, and regularizing rules.³⁴ These errors belong to the surface strategy taxonomy, namely, omission, addition, misformation, and misordering, defined as follow:

1. Omission

Dullay et.al states that omission is characterized by the absence of an item that must appear in well-formed utterance. Although any morpheme or

³³ Dulay, Burt, and Krashen, *Op.Cit* p.150.

³⁴ *Ibid.*,

word in a sentence is a potential candidate for omission, some types of morphemes are omitted than others.³⁵

For instance:

(Erroneous) : I ___ not angry with you.

(Correct) : I **was** not angry with you.

The bold word is omitted in which should appear in well-formed utterance.

It is the verb **am** or **was** that should have come after the subject.

Most errors are found in the formation of simple past tense, e.g.

(Erroneous) : Wendi **climb** the tree yesterday.

(Correct) : Wendi **climbed** the tree yesterday.

The bold word is omitted in which should appear in well-formed utterance.

There has omission of **-ed** that should have been the suffix for *climb*.

Futhermore, Dullay et.al states that omissions are found in greater abundance and across a greater variety of morphemes during the early stages of second language acquisition.³⁶ As the examples above, language learners omit grammatical morphemes much more frequently than content words.

2. Addition

Addition errors are the opposite of omissions. This error is characterized by the presence of an item which must not appear in a well-formed utterance. It usually occurs in the later stage of second language

³⁵ *Ibid.*, p.154.

³⁶ *Ibid.*, p.155.

acquisition when the learner has already acquired some target language rules.³⁷ There are three types of addition; they are double marking, regularization, and simple addition. These are the explanations:

a. Double Marking

Double marking happens when two items rather than one are marked for the same feature.³⁸

For instance: (In Past Tense)

(Erroneous) : Dian ***did not went*** to a shop yesterday.

(Correct) : Dian ***did not go*** to a shop yesterday.

b. Regularization

A rule typically applies to a class of linguistic items, such as the class of nouns. In addition, errors in which a marker that is typically added to a linguistic item is erroneously added to exceptional items of the given class that do not take a marker are called Regularization errors.³⁹ The example of this error can be seen in the term of regular, an irregular forms and construction in a language. The learner often applies the rules to produce the regular one to those that are irregular.

For instance, in the sentence:

(Erroneous) : Ardi ***came***d to her uncle house two month ago.

There has regularization of regular past, the verb **come** does not become **came**d, because **come** is irregular verb.

³⁷ *Ibid.*, p.156.

³⁸ *Ibid.*,

³⁹ *Ibid.*, 157.

(Correct) : Ardi **came** to her uncle house two month ago.

c. Simple Addition

Simple addition is a term to express an error in which an addition is not a double marking nor regularization.⁴⁰

For instance, in the sentence:

(Erroneous) : He *can bought* the eggs.

There has simple addition of verb one after modal.

(Correct) : He *can buy* the eggs.

3. Misformation

Misformation errors are characterized by the use of the wrong form of the morpheme or structure.⁴¹ Dullay et,al mentions that there are three types of misformations errors, they are:

a. Regularization Errors

Errors that belong to this category are those in which a regular marker is used in place of an irregular one, as in *runned* for *run*, *hissself* for *himself* or *gooses* for *geese*.⁴²

For instance, in these following sentence:

(Erroneous) : He *rided* his motorcycle.

There has wrong change of verb *ride*, it should be *rode*.

(Correct) : He *rode* his motorcycle.

⁴⁰ *Ibid.*, p.158.

⁴¹ *Ibid.*,

⁴² *Ibid.*,

b. Archi Forms

Archi forms are the errors in which the learners select the member of class form to represents others in that class of certain function.⁴³

For instance, in this following sentence:

(Erroneous) : ***This*** books are mine.

This is not appropriate for plural, the appropriate one is ***these***.

(Correct) : ***These*** books are mine.

c. Alternating Form

Alternating form are caused by the use of archi-forms that often gives way to the apperiantly fairly free alternation of various members of class with each other.⁴⁴

For instance, look at these sentence below:

(Erroneous) : She ***written*** a letter yesterday.

The form of the verb ***written*** is wrong, the correct one is ***wrote***, because the example is past sentence.

(Correct) : She ***wrote*** a letter yesterday.

4. Misordering

These errors are characterized by the incorrect placement of morpheme or group of morphemes in an utterance.⁴⁵

For instance, look at these sentence bellow:

⁴³ *Ibid.*, p.160.

⁴⁴ *Ibid.*, p.161.

⁴⁵ *Ibid.*, p.162.

(Erroneous) : I did not know why *was she* sad.

The placement to be was is wrong.

(Correct) : I did not know why *she was* sad.

D. Concept of Speaking

1. Definition of Speaking

Speaking is so much a part of daily life that people take it for granted. The average person produces tens of thousands of words a day, although some peoples, like auctioneers or politicians-may produce even more than that. So natural and integral is speaking that people forget how they once struggled to achieve this ability-until, that is, they have to learn how to do it all over again in a foreign language.⁴⁶ Eggins states that speaking and communication in the particular situation at particular time.⁴⁷ In other words, speaking is a skill which deserves attention every bit as much as literary skills, in both first and second language. To most people, mastering the speaking skill is the single most important aspect of learning a second or foreign language, and success is measured in terms of the ability to carry out a conversation in the language.

Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thought and encode those ideas in the vocabulary and syntactic

⁴⁶ Scott Thornbury, *How to Teach Speaking*, (Longman, Pearson education limited 2005), p. 1.

⁴⁷ Merlyn Simbolon, *Op. Cit*, p.71.

structures of the target language. People can define speaking as the way to carry out our feeling through words, conversation with other. Speaking also used to communicate as by talking, to make a request, to make a speech. It means that they always use it in their life, because without speaking they will be a dumb and never know everybody's means.

In learning English, speaking is important to support students' ability to use the language. As one of language skill, speaking has given an important contribution to human work. The important speaking can be seen in people daily activities and business activities. Speaking is an interactive task and it happens under real time processing constraints. It means that they will be able to use words and phrases fluently without very much conscious thought.

Speaking is desire-and purpose-driven; in other words, we genuinely want to communicate something to achieve a particular end.⁴⁸ This may involve expressing ideas and opinions; expressing a wish or a desire to do something; negotiating and/or solving a particular problem; or establishing and maintaining social relationships and friendships. To achieve these speaking purposes, we need to activate a range of appropriate expressions.

⁴⁸ Jo McDonough and Christopher Shaw, *Materials and Method in ELT ; A Teacher's Guide*, (UK: A John Wiley & Sons, Ltd., PublicationPublishing , 2013), p. 157.

2. Basic Types of Speaking

Speaking is one of English skills. It is one of the most difficult aspects for students to master. There are many types of speaking that have to know. Brown defines five basic of speaking.⁴⁹ There are imitative, intensive, responsive, interactive, and extensive. The first type of speaking is imitative, it is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. In this type, someone only imitates what the native speaker says, like a parrot that purely imitates what someone says.

The second is intensive, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. The third type is responsive, the tasks include interaction and test comprehension but at the limited level of short conversation, standard greetings, small talk, requests, and comments.

Fourth is interactive, the difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants. And the last type of speaking in extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

⁴⁹ Scott Thornbury, *Op.Cit*, p.1

From all basic of speaking, the researcher only chose one skill to be focus on an error analysis of students in using simple past tense in performing monologue. According to Brown, monologue includes in the extensive skill.

E. The Concept of Grammar

According to Thornbury, grammar is a description of the rules that govern how a language's sentence is formed.⁵⁰ In agreement with Ellis says that in learning grammar, learners face two difficulties i.e, the difficulty in understanding a grammatical rules/features and the difficulty in internalizing grammatical features so that they are able to use them correctly.⁵¹ Harmer defines grammar as the description of the ways in which words can change their forms and can be combined into sentence in that language.⁵²

Literally, grammar is defined as a part of language which deals with the forms and structure of words (morphology) with their customary arrangement in phrases and sentences (syntax), and now often with language sounds (phonology) and word meanings (semantics). It is also describe as the department of the study of a language which deals with its inflectional forms or others means of indicating the relations of words in the sentence.

⁵⁰ Scott Thornbury, *How to Teach Grammar*, (England: Pearson Education Limited, 1999), p.1.

⁵¹ Ellis, "The Grammatical Errors on the paragraph writing", *Nadiahma'mun Jurnal Vision*. Vol. 5. No. 1. (April 2016), p. 96.

⁵² Merlyn Simbolon, *Op.Cit*, p.73.

Collins et al examined grammatical difficulty from the perspective of L2 learners and discovered that English progressive belonged to easy rules, whereas the simple past verb tense was categorized as a hard rule.⁵³ Every language has a grammar; indeed, every language has a lot of grammatical rules. In relation to grammatical errors, it means that something is wrong in the grammar. In addition, grammatical error is anything where a sentence is structured incorrectly. Therefore, the first language can interfere learners in the process of the second language. In addition, the researcher just focuses on surface strategy taxonomy, it is because the researcher would like to see the errors with more highlight the ways surface structures are altered in systematic and specific ways.

Based on the concept above, it is clear that grammar is very essential to support the students to know the rules, word changes and to improve English skills. It can be assumed that every language has its own structure which is different so that the sound system and how to combine words or phrases of any language will not be the same as other language in the world. It is clear that our aim in teaching grammar is to ensure that the students are communicatively efficient with the grammar they have at their level. Since grammar knowledge is essential for competent users of language, it is clearly necessary for the students. Therefore, grammar which is taken into account in this research is concerned with the use of simple past tense.

⁵³ Han and Kim, "An investigation into the gap between Korean university students' grammatical awareness and perception", *Indonesian Journal of Applied Linguistics*, Vol.7 No.1 (May 2017) p.117.

F. Concept of Simple Past Tense

Simple past tense is used to indicate completed in the past without indicating any connection with the present. Azar states that simple past tense is an activity or situation began and ended at a particular time in the past.⁵⁴ Simple past also called simple past, is used for past actions that happened either at specific time, which can either be given by a time phrase (yesterday, last year, etc) or understood from the context. It means that simple past tense is used to express the idea that happens, activity or event in the past time.

According to Wishon, past tense is used to report a state or activity which can be ascribed to a definite past time.⁵⁵ Past tense is used to talk about activities or situations that began and ended at a particular time in the past.⁵⁶ We can use several tenses to talk about the past, but the simple past tense is the one we use most often. The simple past tense usually means that this action ended in the past. Simple past can be used for most past actions; we can use it for:⁵⁷

- Actions that happened quickly,
- Actions that happened over time, or
- Actions that were habits in the past.

The characteristic:

⁵⁴ Betty Azar Schramper, *Understanding and Using English Grammar* (New Jersey: Practice Hall Regents, 1989), p. 24.

⁵⁵ George E. Wishon, Julia M. Burks, *Let's Write English* (North York: Van Nostrand Reinhold Ltd, 1980), p. 195.

⁵⁶ Betty Scramper Azar, *Fundamentals of English Grammar* (3rd Ed) (Englewood Cliffs: Pearson Educated. 2003), p. 32.

⁵⁷ Kent Uchiyama, *English Verb Tenses: An informal but extensive reference for ESL students, the good folks who teach them, the idly curious, and the linguistically perplexed*, 2006, p. 53

1. Predicate sentence always use Verb 2.
2. Interrogative sentence added did/ was/were in front of subject. If negative sentence added did not or was/were + not in front of the subject or after the subject.
3. The time signal used as follows:

- | | |
|---------------------|--------------------|
| – A moment ago | - An hour ago |
| – Two days ago | - Several days ago |
| – A week ago | - A year ago |
| – Last January | - Yesterday |
| – A few minutes ago | - Last month |

Form of simple past tense

1. Verbal sentence

Subject (I, You, They, We, She, He, It)

- a. Positive form

Formula: Subject + main verb (V2) + Object

For example:

- I went to Macau last month
- She got good score in the last examination
- They watched television yesterday evening
- This morning I cleaned my teeth

- Caroline went to the cinema three times last week.⁵⁸

b. Negative Form

Formula: Subject + auxiliary verb (did) + not + main verb (V1)

For example:

- I did not go to Macau last month.
- She did not get good score in the last examination
- They did not watch television yesterday evening
- This morning I did not clean my teeth
- Caroline did not go to the cinema three last week.

c. Interrogative Form

Formula: auxiliary verb (Did) + Subject + main verb (V1)

For example:

- Did you go to Macau last month?
- Did she get good score in the last examination?
- Did they watch television yesterday evening?
- Did I clean my teeth this morning?
- Did Caroline go to the cinema three last week?

2. Nominal Sentence

a. Positive form

Formula : Subject + Was/Were + Noun/Adjective / Adverb

Examples:

- I was tired last night

⁵⁸ Raymond Murphy, Essential Grammar in Use (2nd Ed) (London: Cambridge University Press. 2001),p.32

- The weather was good last week
- Last year Rachel and Mita were 22 years old.⁵⁹

b. Negative form

Formula: Subject + Was/Were + Not + Noun/Adjective / Adverb

Examples:

1. They were not here last night
2. The hotel was not expensive
3. They were not able to come because they were so busy.⁶⁰

c. Interrogative form

Formula : Was/Were + Subject + Noun/Adjective / Adverb ?

Example:

1. Were you late? No, I was not
2. Was Ted at work yesterday? Yes, he was
3. Were Sue and Steve at the party? No, they were not.⁶¹

⁵⁹ *Ibid.*, 33

⁶⁰ *Ibid.*., 34

⁶¹ *Ibid.*.,

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

Research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis.¹ It means that, research design is a connector among problems of the research. The problems in a research will be processed by a research design. The types of research designs are quantitative research, qualitative research, action research, and research development. In this research, the researcher will use qualitative research.

This research was conducted to describe an error analysis of students in using simple past tense in speaking. Furthermore, the researcher chose qualitative research as the design of this research. Patton stated that qualitative research uses a naturalistic approach that seeks to understand phenomena in context-specific settings, such as “real world setting (where) the researcher does not attempt to manipulate the phenomenon of interest”.² It means that this research served a real data to conduct the research and the researcher does not need to change anything in data collecting. This research is presented by explaining the students’ errors about those problems and it is not explained in quantitative term. Thus, this

¹John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Methods Approaches*, 3rd 2009, SAGE Publication.Inc. p.3

²Nahid Golafshani, “Understanding Reliability and Validity in Qualitative Research”. *The Qualitative Research*, Vol. 8 No. 4 (December 2003), p. 600.

research is called as qualitative research. This method guides and helps the researcher to collect and analyze the data. This method is used to describe what the researcher got from the investigation that was conducted at the first semester of twelfth grade students of MA Al-Hikmah Bandar Lampung.

B. Sampling Technique

Mcmillan states that the sample can be selected from a large number of groups of persons, identified as the population, or it can simply refer to group of subjects from whom data collected.³The sampling technique in this research is purposive sampling technique. Arikunto states, purposive sampling technique is a sampling technique which is not done based on stratified, random, or region but it is done based on a particular destination.⁴ According to Sugiyono, purposive sampling technique is a technique of determining sample with certain considerations.⁵The researcher chose XII IPA because this class the students have difficulties in understanding of tenses and the students are still confused to arrange sentence in using simple past tense. It could be seen from the students' speaking that contain of many errors.

³*Ibid.*, p.169.

⁴Suharsimi Arikunto, *Prosedur Penelitian*, (Yogyakarta: rineka cipta. 2006), p.121.

⁵Sugiyono, *Op.Cit.* p.85.

C. Data Collecting Technique

Data collecting technique is the first main step in the research, because the main purpose of the research is to get the data.⁶ In order to know an error analysis of students in using simple past tense in speaking, the researcher will use documentation to collect the data. Documentation consists of public and private records that qualitative research obtain about a site or participant in a study, and they can include newspapers, minutes of meetings, personal journals, and letters.⁷ Sugiyono also states that the documentation is a record of events that have passed.⁸ Therefore, documentation is a technique of collecting data that is indirectly given to research subject. According to explanation above the researcher collected the data by using documentation as follows:

1. In this research, the researcher asked the teachers' help to ask all of students to make a short monologue. The monologue that students made is about the events that happen in the past and they were chosen by the teacher to make monologue undergoing to the task, which they have studied with their teacher.
2. Then, asked them one by one must perform their monologue in front of class. Each student has 1-5 minutes to apply their monologue in front of the class. And the researcher recorded their monologue.

⁶Sugiyono, 2008, *Metode Penelitian Pendidikan Pendekatan Kuantitatif Kualitatif dan R&D*: Bandung, Alfabeta, p.306

⁷*Ibid.*, p.223

⁸Sugiyono, *Op.Cit.* p. 329.

3. Then, listened the recording and next transcribed the monologue to the written version to analyze the errors based on surface strategy taxonomy, and also analyze the sources of error finding.

D. Credibility and Transferability of the Research

Criteria for evaluating qualitative research focused on how well the researchers had provided evidence and how well the researchers described and analyzed the evidence that they had got.⁹ Transferability refers to how well the study will be at work in their own communities with similar process also how well the readers in the researcher site.¹⁰ Credibility refers to whether the participants' perceptions of setting or events match up with the researcher report. There are some strategies that will use to improve the credibility and transferability in qualitative research:

1. Prolonged and meaningful participation in setting

The researcher spent enough time in the setting and take part in meaningful interactions with the participants.

2. Triangulation of multiple data sources

A second aspect of credibility involves checking on whether the researches interpretation of the process and interactions in the setting is valid. The researcher will collect multiple sources of data to ensure that they had a broad representation of places and persons studied. The information provided by

⁹Marguerite G. Lodico, Dean T. Spaulding, Katherine H. Voegtler, 2006, *Method In Educational Research*, San Fransisco: Jossey-Bass. P.273

¹⁰*Ibid.*, p.275

these different sources should be compared through triangulation to corroborate the researcher's conclusion.

3. Negative case analysis

When negative instances are identified, the researcher revises the hypothesis or provide an explanation of why the case does not fit.

4. Participant review of interview transcripts

All participants did not share the same perspectives, so transcribed interviews or summaries of the researcher's conclusions are sent to participants for reviewing.

5. Member checks

The researcher used member checks for transcribed interview.

6. Peer debriefer

A colleague who examines the field note.

7. Attention to voice

Researcher taking an emancipatory-liberatory framework.

8. External audit

In an external audit, an independent researcher examines all of the data collected in a study with the following questions

- a. Are the findings grounded in data? Is there a clear connection between each finding and some part of data?

- b. Are the themes appropriate to the data? Are all interpretations and conclusions supported by the data?¹¹

Based on statement above, the researcher used triangulation of multiple sources. It means aspect of credibility involves checking on whether the researcher's interpretation of the process in the setting is valid. In this case, there are 2 advisors and also examiner who checked the result of the researcher's data.

E. The Research Procedures

In conducting the research, the researcher applied the following procedures:

1. Determining the focus of the research

The focus of this research was analyzing of students' errors in using simple past tense in performing monologue and also to analyze the sources of error finding.

2. Determining the subject of the research

The subject of the research was the students of twelfth grade at MA Al-Hikmah Bandar Lampung.

3. Giving speaking task

In this research mentioned what the students have to do with speaking monologue, then asked all of students to make a short monologue and write down what they speak about the events that happen in the past, such as activities during school holidays, unforgettable memories, vacation, etc.

¹¹*Ibid.*, p.273-274

4. Collecting data

In this research collected the data of students' work through the monologue performance.

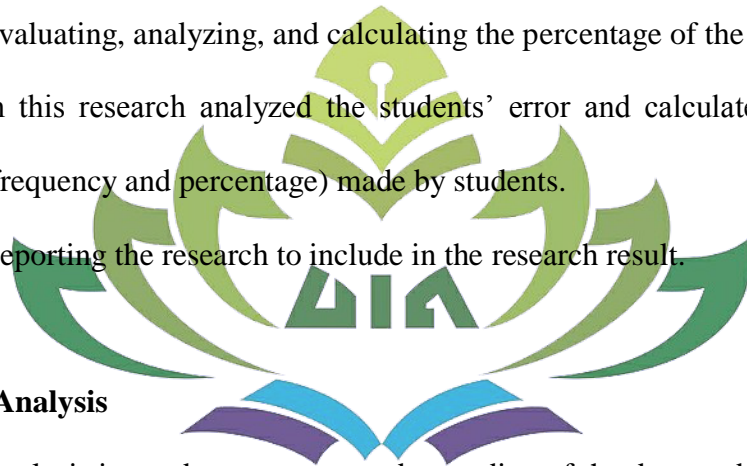
5. Identifying and classifying the errors.

In this research identified and classified the students' speaking errors based on surface strategy taxonomy: omission, addition, misformation, and misordering.

6. Evaluating, analyzing, and calculating the percentage of the errors.

In this research analyzed the students' error and calculate the proportions (frequency and percentage) made by students.

7. Reporting the research to include in the research result.



F. Data Analysis

Data analysis is conduct to create understanding of the data enable the research to present the result of this research to the readers. After collecting the students' documentation, these are the following steps about data analysis process of this research:

1. The researcher collected the data from the students' work.
2. The researcher identified the students' errors by underlining the errors items.
3. The researcher classified the students' errors based on surface strategy taxonomy. There are omission, addition, misformation, and misordering.

After that, the researcher classified the sources of error based on Richard's theory in intralingual error. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restriction and false concept hypothesized.

4. The researcher explained the students' error and also sources of error.
5. The researcher calculated the percentage of each error.

To get the percentage of them, this research used the following formula:

$$p = \frac{f}{N} \times 100\%$$

Note:

p= Number of percentage

f= Frequency of students' errors

N= Total number of the students' errors¹²

¹²Anas Sudijono, *Pengantar Statistik Pendidikan* (Jakarta: Rajawali Press, 2011), p. 43.

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

The researcher conducted the research on 18th of September 2018. The data gained from the students in performing monologue in using simple past tense. In collecting the data, this research has chosen twenty eight students who came from one class at the twelfth grade of MA Al-Hikmah Bandar Lampung to complete the data. The data were analyzed based on surface strategy taxonomy.

The numbers of students were 28, but the subjects of the research were 25 students, because when documentation has taken, there are 2 students absent, and 1 student did not make the monologue or did not perform. The monologues were made by students. The monologues were about events that happen in the past, such as activities during school holidays, unforgettable memories, and vacation. Then, the monologues were transcribed. The incorrect forms in students' monologues were regarded as error. After checking students' result of monologue, the researcher found that there were 38 items of omission error, 12 items of addition error, 67 items of misformation error and 8 items of misordering error.

The researcher identified the data that were already classified into four types of surface strategy taxonomy. According to Dulay, four types of surface

strategy taxonomy are omission error (OE), addition error (AE), misinformation error (MFE), and misordering error (MOE). Errors made by the students in performing monologues in using simple past tense can be seen on the table 1.

Table 1
The Classification of Error

Code	Utterance	Error Identification				Error Correction
		OE	AE	MFE	MOE	
SN	I <u>want</u> to go to school.	√				I wanted to go to school.
	My mother <u>stop</u> my motorcycle.	√				My mother stopped my motorcycle.
	My mother <u>get</u> news my grandma <u>is</u> die.			√		My mother got news my grandma was die.
	I <u>direct</u> <u>change</u> my clothes.	√			√	I changed my clothes directly.
	We <u>are</u> <u>go</u> to village.		√	√		We went to village.
	When <u>arrived</u> there.	√				When we arrived there.
	I and my family <u>feel</u> very sad.			√	√	My family and I felt very sad.
	We <u>are</u> <u>cannot</u> see my grandma for last time.		√	√		We could not see my grandma for last time.
	I and my <u>family</u> <u>take</u> care of corpse my grandma.			√		My family and I took care of corpse my grandma.
	We <u>are</u> <u>pray</u> for my grandma.	√	√			We prayed for my grandma.
	We <u>are</u> <u>go</u> to place for last time my grandma.		√	√		We went to place for last time my grandma.
	This moment <u>is</u> very commotion.			√		This moment was very commotion.
	We <u>are</u> very very sad.		√	√		We were very sad.

MMS	I <u>with my friend</u> <u>no</u> go home.	√			√	My friend and I did not go home.
	We <u>are</u> <u>spend</u> holiday together.		√	√		We spent holiday together.
	<u>begin</u> <u>with</u> playing game in <i>warnet</i> .	√		√		We began with playing game in <i>warnet</i> .
	We always <u>stay</u> <u>up</u> the night only for playing game.	√				We always stayed up the night only for playing game.
	We <u>go</u> to Islamic boarding school.			√		We went to Islamic boarding school.
	We <u>are</u> <u>begin</u> <u>get</u> <u>up</u> one by one.		√	√		We got up one by one.
	There <u>is</u> <u>no</u> foods.			√		There were no foods.
	My stomach so sick.	√				My stomach was so sick.
FFN	This moment <u>is</u> very happy.			√		This moment was very happy.
	We <u>buy</u> meatball.			√		We bought meatball.
	I <u>vacation</u> together.	√				I vacationed together.
	I <u>visit</u> my friend's home on Talang Padang.	√				I visited my friend's home on Talang Padang.
	We <u>can</u> have fun in holiday.			√		We could have fun in holiday.
	We just <u>vacation</u> at home.	√				We just vacationed at home.
DAS	I and my family went to the pahawang island.				√	My family and I went to the pahawang island.
	I <u>can</u> enjoy on the island.			√		I could enjoy on the island.
	We <u>must</u> pay in the locket.			√		We might pay in the locket.
	I <u>can</u> visit in Tanjung Putus.			√		I could visit in Tanjung Putus.
AR	That <u>is</u> my little first experience.			√		That was my little first experience.

	We <u>go</u> to indah house.			√		We went to indah house.
	We <u>meet</u> her parents.			√		We met her parents.
NF	I <u>have</u> a special boy friend.			√		I had a special boy friend.
	I'm very love him.	√	√			I very loved him.
	We <u>was</u> <u>have</u> relationship four years.		√	√		We had relationship four years.
	I <u>think</u> my boy friend humorist and romantic.	√		√		I thought my boy friend was humorist and romantic.
	My boy friend <u>have</u> a girl again.			√		My boy friend had a girl again.
	She <u>is</u> my best friend.			√		She was my best friend.
	I <u>believe</u> her as long as my sister.			√		I believed her as long as my sister.
	I usually story with her about him.	√				I usually told story with her about him.
DA	I <u>take</u> a part in a rare.			√		I took a part in a rare.
	I <u>complete</u> it with two friends.	√				I completed it with two friends.
	<u>singing</u> Indonesia songs and <u>singing</u> independence day.	√		√		I sang Indonesian songs and sang independence day.
EH	I <u>am</u> very disappointed.			√		I was very disappointed.
	I <u>think</u> <u>did not</u> very special.				√	I did not think very special.
	I <u>can</u> meet my parents.			√		I could meet my parents.
	I <u>can</u> do something that I like.			√		I could do something that I like.
MNF	My holiday <u>not</u> go anywhere.	√				My holiday did not go anywhere.
	I just <u>playing</u> game with my			√		I just played game with my

	friends.					friends.
	On this holiday, many my friend <u>not</u> go home.	√				On this holiday, many my friend did not go home.
	I <u>spend</u> my holiday with my friend in Islamic boarding school.			√		I spent my holiday with my friend in Islamic boarding school.
	Sometimes I <u>feel</u> so bored in my chamber Al-Biruni.			√		Sometimes I felt so bored in my chamber Al-Biruni.
	I <u>go</u> to warnet with my friend.			√		I went to warnet with my friend.
	I <u>spend</u> my holiday just playing game together.	√				I spent my holiday just playing game together.
IAN	I <u>follow</u> that tour.	√				I followed that tour.
	I <u>don't</u> know how to express.			√		I didn't know how to express.
	My friend <u>invite</u> me to taste batagor bandung.	√				My friend invited me to taste batagor bandung.
NL	I'm comforted by the traditional and cultural marches in Palembang.			√		I was comforted by the traditional and cultural marches in Palembang.
	We <u>are swimming</u> in the beach.		√	√		We swam in the beach.
SA	My family and I <u>visit</u> many kinds of place.	√				My family and I visited many kinds of place.
	We <u>can</u> enjoy on the island.			√		We could enjoy on the island.
	My family and I <u>eat</u> in the seashore.			√		My family and I ate in the seashore.
	My family and I <u>swim</u> in the beach.			√		My family and I swam in the beach.
	We <u>were enjoy</u> in the seashore.	√	√			We enjoyed in the seashore.

	We <u>were</u> <u>play</u> banana boat.	√	√			We played banana boat.
	We <u>fall</u> on the water.			√		We fall on the water.
	We <u>try</u> to play again and again but we <u>fall</u> and <u>fall</u> again.	√				We tried to play again and again but we fell and fell again.
	My family and I <u>laugh</u> together.	√				My family and I laughed together.
LAR	A week without holding a telephone and staying at someone's house <u>is</u> not easy for me.			√		A week without holding a telephone and staying at someone's house was not easy for me.
	Because it <u>is</u> my first time away from parents and living with other people.			√		Because it was my first time away from parents and living with other people.
	The myth <u>is</u> when a dog sounds at night, there <u>is</u> something magical.			√		The myth was when a dog sounds at night, there was something magical.
RS	I <u>see</u> an accident.			√		I saw an accident.
	I <u>ask</u> to the fruits seller what had <u>happen</u> actually and she said that the thief tried to steal someone's wallet but he was unlucky.	√				I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky.
	Someone <u>see</u> him and shouted loudly and suddenly some people roughed him up hardly.			√		Someone saw him and shouted loudly and suddenly some people roughed him up hardly.
AM	I <u>do</u> it with some of my friends.			√		I did it with some of my friends.

	We <u>start</u> climbing at 08.00 p.m.	√				We started climbing at 08.00 p.m.
	It <u>is</u> so dark and we only used flashlight to get the way.			√		It was so dark and we only used flashlight to get the way.
RM	I can't say anything.			√		I could not say anything
	There <u>is</u> not a single message from her for me.			√		There was not a single message from her for me.
	I <u>miss</u> my mother's love.	√				I missed my mother's love.
MU	One day, <u>I and my family go</u> to Yogyakarta.			√	√	One day, my family and I went to Yogyakarta.
	I <u>feel</u> so happy.			√		I felt so happy.
	<u>I and my family visit</u> at gembira loka zoo.	√			√	My family and I visited at gembira loka zoo.
	We <u>buy</u> foods and drinks.			√		We bought foods and drinks.
MVA	We all <u>gather</u> at the school first before we went together at the camping area.	√				We all gathered at the school first before we went together at the camping area.
	At the afternoon we <u>have</u> already been there.			√		At the afternoon we had already been there.
	We <u>start</u> the rundown of the activities.	√				We started the rundown of the activities.
	Inever afraid of that but I <u>am</u> so happy seeing some of my friends screaming and running.	√		√		I was never afraid of that but I was so happy seeing some of my friends screaming and running.
AFM	we all <u>get</u> bad news			√		we all got bad news
	We <u>are</u> so sad			√		We were so sad
	We all <u>are</u> crying			√		We all were crying

	We allpraying for him	√				We all were praying for him
CH	I <u>spend</u> my last holiday time visiting my uncle's home at Mesuji.			√		I spent my last holiday time visiting my uncle's home at Mesuji.
	The most favorite place for me when Iat Taman Kehati.	√				The most favorite place for me when I was at Taman Kehati.
	I <u>can</u> enjoy any kinds of animal around the world which I never <u>see</u> some of them before.			√		I could enjoy any kinds of animal around the world which I never saw some of them before.
	It <u>is</u> a very nice school holiday.			√		It was a very nice school holiday.
TA	After 3 days Ion vacation in the yard.	√				After 3 days I was on vacation in the yard.
	I and my friends play to one of the putrid malu waterfall in way kanan of bajit district.	√			√	My friends and I played to one of the putrid malu waterfall in way kanan of bajit district.
	Because it <u>is</u> almost two years since I played there.			√		Because it was almost two years since I played there.
MAG	The first to be delivered <u>is</u> sukron, akwan, vithor.			√		The first to be delivered were sukron, akwan, vithor.
	I <u>ride</u> the motorbike.			√		I rode the motorbike.
	Total of errors	38	12	67	8	

Based on the table above, the researcher counted the percentage of each error that the students committed while doing English monologue. The following

table is the frequency of students' error based on Surface Strategy Taxonomy, with detail can be seen on the table 2.

Table 2
The Proportion of Students' Error in Speaking

No	Error types	Frequency of Error	Percentage %
1.	Omission	38 items	30,4%
2.	Addition	12 items	9,6%
3.	Misformation	67 items	53,6%
4.	Misordering	8 items	6,4%
	Total	125 items	100%

From the previous table above, the students did omission errors about 38 items of errors, addition error 12 items, misformation error 67 items, and the less one is misordering error 8 items. Based on the data above, concludes the misformation error is the most error that was students did.

Besides identifying, classifying, analyzing the types of errors, the researcher also did the same thing in finding the sources of the errors that made by the students. The sources of errors are some factors that cause the students made errors. Richard classifies them into three kinds, interference errors, intralingual errors, and developmental errors. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized. The interlingual errors can be seen in forms of word to word translation and wrong words choice. The researcher identified them by drawing a table for making easy to analyze the source of errors. It can be seen on the table 3.

Table 3
The Analyzing Source of Error

Code	Error Identification	Error Correction	Source of Error	Error Explanation
SN	I <u>want</u> to go to school.	I wanted to go to school.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed.
	My mother <u>stop</u> my motorcycle.	My mother stopped my motorcycle.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed.
	My mother <u>get</u> news my grandma <u>is</u> die.	My mother got news my grandma was die.	Overgeneralization	The student misformation of simple past pattern. He/she added to be “is”. It should be “was”.
	I <u>direct</u> <u>change</u> my clothes.	I changed my clothes directly.	Incomplete application of rules	The student incomplete pattern in English. He/she misordering S-P-O-C and omitted suffix –ed.
	We <u>are go</u> to village.	We went to village.	False concept hypothesized	The student used double marking of verb. It should be just use “go” without “are”.
	When arrived there.	When we arrived there.	Incomplete application of rules	The student incomplete pattern in English. He/she omitted subject “we” in the sentence.
	I <u>and my</u> <u>family</u> feel very sad.	My family and I felt very sad.	Overgeneralization	The student misformation of subject verb agreement.
	We <u>are cannot</u> see my grandma for last time.	We could not see my grandma for last time.	False concept hypothesized	The student used double marking of verb and misformation of

				auxiliary verb. It should be used "could not".
	<u>I and my family</u> take care of corpse my grandma.	My family and I took care of corpse my grandma.	Overgeneralization	The student misformation of simple past pattern and subject verb agreement. He/she added "take" it should be "took".
	We <u>are pray</u> for my grandma.	We prayed for my grandma.	False concept hypothesized	The student used double marking of verb and omitted suffix -ed. He/she added "are pray" it should be "prayed".
	We <u>are go</u> to place for last time my grandma.	We went to place for last time my grandma.	False concept hypothesized	The student used double marking of verb "are go" and misformation of simple past pattern "go-went". He/she added "are go" it should be "went".
	This moment <u>is</u> very commotion.	This moment was very commotion.	Overgeneralization	The student misformation of simple past pattern. He/she added to be "is". It should be "was".
	We <u>are very</u> sad.	We were very sad.	Overgeneralization	The student misformation of simple past pattern "are-were".
MMS	<u>I with my friend</u> no go home.	My friend and I did not go home.	Incomplete application of rules	The student incomplete pattern in English. He/she omitted "did not".
	We <u>are spend</u> holiday together.	We spent holiday together.	False concept hypothesized	The student used double marking of verb "are spend" and misformation of simple past pattern "spend-spent". He/she added "are spend"

				it should be "spent".
	begin with playing game in <i>warnet</i> .	We began with playing game in <i>warnet</i> .	Incomplete application of rules	The student incomplete pattern in English. He/she omitted subject "we" and misformation of verb "begin-began".
	We always <u>stay up</u> the night only for playing game.	We always stayed up the night only for playing game.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix -ed.
	We <u>go</u> to Islamic boarding school.	We went to Islamic boarding school.	Overgeneralization	The student misformation of simple past pattern "go-went".
	We <u>are begin</u> get up one by one.	We got up one by one.	False concept hypothesized	The student used double marking of verb. "are begin get up" it should be "got up".
	There <u>is no</u> foods.	There were no foods.	Overgeneralization	The student misformation of simple past pattern "is" to be "were".
	My stomach so sick.	My stomach was so sick.	Incomplete application of rules	The student incomplete pattern in English. He/she omitted verb "was".
FFN	This moment <u>is</u> very happy.	This moment was very happy.	Overgeneralization	The student misformation of simple past pattern "is" it should be "was".
	We <u>buy</u> meatball.	We bought meatball.	Overgeneralization	The student misformation of simple past pattern "buy" it should be "bought".
	I <u>vacation</u> together.	I vacationed together.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The

				student omitted suffix –ed. “vacation” it should be “vacationed”.
	I <u>visit</u> my friend’s home on Talang Padang.	I visited my friend’s home on Talang Padang.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “visit” it should be “visited”.
	We <u>can</u> have fun in holiday.	We could have fun in holiday.	Overgeneralization	The student misformation of auxiliary verb simple past pattern “can” it should be “could”.
	We just <u>vacation</u> at home.	We just vacationed at home.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “vacation” it should be “vacationed”.
DAS	I <u>and</u> my <u>family</u> went to the pahawang island.	My family and I went to the pahawang island.	Incomplete application of rules	The student incomplete pattern in English. He/she misordering S-P-O-C.
	I <u>can</u> enjoy on the island.	I could enjoy on the island.	Overgeneralization	The student misformation of auxiliary verb simple past pattern “can” it should be “could”.
	We <u>must</u> pay in the locket.	We might pay in the locket.	Overgeneralization	The student misformation of auxiliary verb simple past pattern “must” it should be “might”.
	I <u>can</u> visit in Tanjung Putus.	I could visit in Tanjung Putus.	Overgeneralization	The student misformation of auxiliary verb simple past pattern “can” it should be “could”.

AR	That <u>is</u> my little first experience.	That was my little first experience.	Overgeneralization	The student misformation of simple past pattern "is" it should be "was".
	We <u>go</u> to indah house.	We went to indah house.	Overgeneralization	The student misformation of simple past pattern "go" it should be "gone".
	We <u>meet</u> her parents.	We met her parents.	Overgeneralization	The student misformation of simple past pattern "meet" it should be "met".
NF	I <u>have</u> a special boy friend.	I had a special boy friend.	Overgeneralization	The student misformation of simple past pattern "have" it should be "had".
	I'm very love him.	I very loved him.	False concept hypothesized	The student used double marking of verb and omitted suffix -ed. "am and love" it should be "loved".
	We <u>was have</u> relationship four years.	We <u>had</u> relationship four years.	False concept hypothesized	The student used double marking of verb and misformation of simple past pattern. "was have" it should be "had".
	I <u>think</u> my boy friendhumorist and romantic.	I thought my boy friend was humorist and romantic.	Overgeneralization	The student misformation of simple past pattern "think" it should be "thought".
	My boy friend <u>have</u> a girl again.	My boy friend had a girl again.	Overgeneralization	The student misformation of simple past pattern "have" it should be "had".
	She <u>is</u> my best friend.	She was my best friend.	Overgeneralization	The student misformation of

				simple past pattern “is” it should be “was”.
	I <u>believe</u> her as long as my sister.	I believed her as long as my sister.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “believe” it should be “believed”.
	I usually story with her about him.	I usually told story with her about him.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted verb “told”.
DA	I <u>take</u> a part in a rare.	I took a part in a rare.	Overgenerali- zation	The student misformation of simple past pattern “take” it should be “took”.
	I <u>complete</u> it with two friends.	I completed it with two friends.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “complete” it should be “completed”.
	<u>singing</u> Indonesia songs and <u>singing</u> independence day.	I sang Indonesian songs and sang independenc e day.	Overgenerali- zation	The student misformation of simple past pattern “singing” it should be “sang”.
EH	I <u>am</u> very disappointed.	I was very disappointe d.	Overgenerali- zation	The student misformation of simple past pattern “am” it should be “was”.
	I <u>think did not</u> very special.	I did not think very special.	Incomplete application of rules	The student misordering the subject verb agreement.
	I <u>can</u> meet my parents.	I could meet my parents.	Overgenerali- zation	The student misformation of auxiliary verb

				simple past pattern “can” it should be “could”.
	I <u>can</u> do something that I like.	I could do something that I like.	Overgeneralization	The student misformation of auxiliary verb simple past pattern “can” it should be “could”.
MNF	My holiday <u>not</u> go anywhere.	My holiday did not go anywhere.	Incomplete application of rules	The student omitted “did not” in negative sentence.
	I just <u>playing</u> game with my friends.	I just played game with my friends.	Overgeneralization	The student misformation of simple past pattern “playing” it should be “played”.
	On this holiday, many my friend <u>not</u> go home.	On this holiday, many my friend did not go home.	Incomplete application of rules	The student omitted “did not” in negative sentence.
	I <u>spend</u> my holiday with my friend in Islamic boarding school.	I spent my holiday with my friend in Islamic boarding school.	Overgeneralization	The student misformation of simple past pattern “spend” it should be “spent”.
	Sometimes I <u>feel</u> so bored in my chamber Al-Biruni.	Sometimes I felt so bored in my chamber Al-Biruni.	Overgeneralization	The student misformation of simple past pattern “feel” it should be “felt”.
	I <u>go</u> to warnet with my friend.	I went to warnet with my friend.	Overgeneralization	The student misformation of simple past pattern “go” it should be “went”.
	I <u>spend</u> my holiday just playing game together.	I spent my holiday just playing game together.	Overgeneralization	The student misformation of simple past pattern “spend” it should be “spent”.
IAN	I <u>follow</u> that tour.	I followed that tour.	Ignorance of rule	The error indicated by existence of

			restriction	wrong verb. The student omitted suffix –ed. “follow” it should be “followed”.
	I <u>don't</u> know how to express.	I didn't know how to express.	Overgeneralization	The student misformation of simple past pattern “don't” it should be “didn't”.
	My friend <u>invite</u> me to taste batagor bandung.	My friend invited me to taste batagor bandung.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “invite” it should be “invited”.
NL	I'm comforted by the traditional and cultural marches in Palembang.	I was comforted by the traditional and cultural marches in Palembang.	Overgeneralization	The student misformation of simple past pattern “am” it should be “was”.
	We <u>are swimming</u> in the beach.	We swam in the beach.	False concept hypothesized	The student used double marking of verb and misformation of simple past pattern. “are swimming” it should be “swam”.
SA	My family and I <u>visit</u> many kinds of place.	My family and I visited many kinds of place.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “visit” it should be “visited”.
	We <u>can</u> enjoy on the island.	We could enjoy on the island.	Overgeneralization	The student misformation of auxiliary verb simple past pattern “can” it should be “could”.
	My family and I <u>eat</u> in the seashore.	My family and I ate in the	Overgeneralization	The student misformation of simple past pattern

		seashore.		“eat” it should be “ate”.
	My family and I <u>swim</u> in the beach.	My family and I swam in the beach.	Overgeneralization	The student misformation of simple past pattern “swim” it should be “swam”.
	We <u>were enjoy</u> in the seashore.	We enjoyed in the seashore.	False concept hypothesized	The error indicated by existence of wrong verb. The student omitted suffix –ed. “enjoy” it should be “enjoyed”.
	We <u>were play</u> banana boat.	We played banana boat.	False concept hypothesized	The error indicated by existence of wrong verb and double marking. The student omitted suffix –ed. “were play” it should be “played”.
	We <u>fall</u> on the water.	We fell on the water.	Overgeneralization	The student misformation of simple past pattern “fall” it should be “fell”.
	We <u>try</u> to play again and again but we <u>fall</u> and <u>fall</u> again.	We tried to play again and again but we fell and fell again.	Overgeneralization	The error indicated by existence of wrong verb. The student omitted suffix –ed. “try” it should be “tried”. And misformation of simple past pattern. “fall-fell” a
	My family and I <u>laugh</u> together.	My family and I laughed together.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “laugh” it should be “laughed”.
LAR	A week without holding a	A week without holding a	Overgeneralization	The student misformation of simple past pattern

	telephone and staying at someone's house <u>is</u> not easy for me.	telephone and staying at someone's house was not easy for me.		"is" it should be "was".
	Because it <u>is</u> my first time away from parents and living with other people.	Because it was my first time away from parents and living with other people.	Overgeneralization	The student misformation of simple past pattern "is" it should be "was".
	The myth <u>is</u> when a dog sounds at night, there <u>is</u> something magical.	The myth was when a dog sounds at night, there was something magical.	Overgeneralization	The student misformation of simple past pattern "is" it should be "was".
RS	I <u>see</u> an accident.	I saw an accident.	Overgeneralization	The student misformation of simple past pattern "see" it should be "saw".
	I <u>ask</u> to the fruits seller what had <u>happen</u> actually and she said that the thief tried to steal someone's wallet but he was unlucky.	I asked to the fruits seller what had happened actually and she said that the thief tried to steal someone's wallet but he was unlucky.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix -ed. "ask" it should be "asked" and "happen" it should be "happened".
	Someone <u>see</u> him and shouted loudly and suddenly some people roughed him	Someone saw him and shouted loudly and suddenly some people roughed him	Overgeneralization	The student misformation of simple past pattern "see" it should be "saw".

	up hardly.	up hardly.		
AM	I <u>do</u> it with some of my friends.	I did it with some of my friends.	Overgeneralization	The student misformation of simple past pattern “do” it should be “did”.
	We <u>start</u> climbing at 08.00 p.m.	We started climbing at 08.00 p.m.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “start” it should be “started”.
	It <u>is</u> so dark and we only used flashlight to get the way.	It was so dark and we only used flashlight to get the way.	Overgeneralization	The student misformation of simple past pattern “is” it should be “was”.
RM	I can’t say anything.	I could not say anything	Overgeneralization	The student misformation of auxiliary verb simple past pattern “cannot” it should be “could not”.
	There <u>is</u> not a single message from her for me.	There <u>was</u> not a single message from her for me.	Overgeneralization	The student misformation of simple past pattern “is” it should be “was”.
	I <u>miss</u> my mother’s love.	I missed my mother’s love.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “miss” it should be “missed”.
MU	One day, <u>I and my family go</u> to Yogyakarta.	One day, my family and I went to Yogyakarta.	Overgeneralization	The student overgeneralization of subject verb agreement.
	I <u>feel</u> so happy.	I felt so happy.	Overgeneralization	The student misformation of simple past pattern “feel” it should be “felt”.
	<u>I and my family visit</u> at	My family and I visited	Ignorance of rule	The error indicated by existence of

	gembira loka zoo.	at gembira loka zoo.	restriction	wrong verb. The student omitted suffix –ed. “visit” it should be “visited”.
	We <u>buy</u> foods and drinks.	We bought foods and drinks.	Overgeneralization	The student misformation of simple past pattern “buy” it should be “bought”.
MVA	We all <u>gather</u> at the school first before we went together at the camping area.	We all gathered at the school first before we went together at the camping area.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “gather” it should be “gathered”.
	At the afternoon we <u>have</u> already been there.	At the afternoon we had already been there.	Overgeneralization	The student misformation of simple past pattern “have” it should be “had”.
	We <u>start</u> the rundown of the activities.	We started the rundown of the activities.	Ignorance of rule restriction	The error indicated by existence of wrong verb. The student omitted suffix –ed. “start” it should be “started”.
	I _____ never afraid of that but I <u>am</u> so happy seeing some of my friends screaming and running.	I was never afraid of that but I was so happy seeing some of my friends screaming and running.	Incomplete application of rules	The error indicated by existence of wrong verb. The student omitted “was”.
AFM	we all <u>get</u> bad news	we all got bad news	Overgeneralization	The student misformation of simple past pattern “get” it should be “got”.
	We <u>are</u> so sad	We were so sad	Overgeneralization	The student misformation of simple past pattern

				"are" it should be "were".
	We all <u>are</u> crying	We all were crying	Overgeneralization	The student misformation of simple past pattern "are" it should be "were".
	We all praying for him	We all were praying for him	Incomplete application of rules	The error indicated by existence of wrong verb. The student omitted "were".
CH	I <u>spend</u> my last holiday time visiting my uncle's home at Mesuji.	I spent my last holiday time visiting my uncle's home at Mesuji.	Overgeneralization	The student misformation of simple past pattern "spend" it should be "spent".
	The most favorite place for me when I at Taman Kehati.	The most favorite place for me when I was at Taman Kehati.	Incomplete application of rules	The error indicated by existence of wrong verb. The student omitted "was".
	I <u>can</u> enjoy any kinds of animal around the world which I never <u>see</u> some of them before.	I could enjoy any kinds of animal around the world which I never saw some of them before.	Overgeneralization	The student misformation of auxiliary verb simple past pattern "can" it should be "could" and "see" it should be "saw".
	It <u>is</u> a very nice school holiday.	It was a very nice school holiday.	Overgeneralization	The student misformation of simple past pattern "is" it should be "was".
TA	After 3 days I on vacation in the yard.	After 3 days I was on vacation in the yard.	Incomplete application of rules	The error indicated by existence of wrong verb. The student omitted "was".
	I and my friends play to	My friends and I played	Ignorance of rule	The error indicated by existence of

	one of the putrid malu waterfall in way kanan of bajit district.	to one of the putrid malu waterfall in way kanan of bajit district.	restriction	wrong verb. The student omitted suffix –ed. “play” it should be “played”.
	Because it <u>is</u> almost two years since I played there.	Because it was almost two years since I played there.	Overgeneralization	The student misformation of simple past pattern “is” it should be “was”.
MAG	The first to be delivered <u>is</u> sukron, akwan, vithor.	The first to be delivered were sukron, akwan, vithor.	Overgeneralization	The student misformation of simple past pattern “is” it should be “was”.
	I <u>ride</u> the motorbike.	I rode the motorbike.	Overgeneralization	The student misformation of simple past pattern “ride” it should be “rode”.

In order to provide clear description of the intralingual errors, the researcher presented the data sources of errors, it can be seen on the table 4.

Table 4
Intralingual Errors Made By Students

No	Sources of Errors	Frequency	Percentage (%)
1	Overgeneralization	67	53,6 %
2	Incomplete application of rules	28	22,4 %
3	Ignorance of rule restrictions	18	14,4 %
4	False concept hypothesized	12	9,6 %
	Total	125	100 %

From the table above, the students did overgeneralization about 67 items sources of errors. The overgeneralization deals with the overgeneralization the verb inflection, simple past pattern, agreement between subject and verb or auxiliary verb. Incomplete application of rules that the students did about

28 items sources of errors. The existence of errors indicated incomplete grammatical structure which involve in omission of *To Be*, omission of *did/did not* in the interrogative and negative sentence. The ignorance of rule restrictions, the students did 18 items source of errors. There errors are indicated by existence of wrong verb after *To Be* and *did/did not*, and violation in agreement between subject and verb. It showed that the students apply the rules to context where they do not. In term false concept hypothesized, the students did about 12 sources of errors. These errors are merely produced by students who fail to comprehend and distinguish the use simple past tense. It is due to faulty comprehension of distinction in the target language.

B. Discussion of finding

In this part, the researcher would like to discuss about the finding of an error analysis of students in using simple past tense in speaking produced by the participants of twelfth grade students of MA Al-Hikmah Bandar Lampung in the first semester in academic year of 2018/2019.

The students' monologue became the data of this research because the researcher wanted to analyze the errors in their monologue based on Surface Strategy Taxonomy. The researcher recorded all monologues that the students made and the researcher also had already given her analysis based on the data.

The errors were identified and then were classified based on surface strategy taxonomy, they are omission, addition, misformation and misordering. Based on the result of the research, it was found that the highest error made by the students based on surface strategy taxonomy is misformation.

Besides the types of errors, the researcher also sought the source of students' errors that caused them in committing the errors. The researcher found those three sources of errors based on Richard, they are interference errors, intralingual errors and developmental errors. The interlingual errors can be seen in forms of word to word translation and wrong words choice. In this research, the researcher focused to analyze the sources of intralingual error.

The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized.

The overgeneralization deals with the overgeneralization the verb inflection, simple past pattern, agreement between subject and verb or auxiliary verb.

For example:

This moment *is* very commotion. (Erroneous)

There has wrong change of *-is*, it should be *-was*.

This moment *was* very commotion. (Correct)

Incomplete application of rules, the existence of errors indicated incomplete grammatical structure which involve in omission of *To Be*, omission of *did/did not* in the interrogative and negative sentence. For example:

My friend and I no go home. (Erroneous)

My friend and I **did not** go home. (Correct)

The bold word is omitted in which should in well formed utterance.

The ignorance of rule restrictions, errors are indicated by existence of wrong verb after *To Be* and *did/did not*, and violation in agreement between subject and verb. It showed that the students apply the rules to context where they do not. For example:

My mother stop my motorcycle. (Erroneous)

My mother *stopped* my motorcycle. (Correct)

This error found in the formation of simple past tense. The there has omitted *-ed* that should have been the suffix for *stop*. It showed that the students apply the rules to context where they do not.

False concept hypothesized, errors are merely produced by students who fail to comprehend and distinguish the use simple past tense. It is due to faulty comprehension of distinction in the target language. For example:

We were enjoy in the seashore. (Erroneous)

We enjoyed in the seashore. (Correct)

Double marking happened when two items rather than one are marked for the same feature. It is due to faulty comprehension of distinction in the target language.

In supported with some previous research, the different result of previous research is the result of sources of error in this research focused to analyze the sources of intralingual error. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The purposes of this research were to gain the description of errors in their types and also the sources of errors based on Surface Strategy Taxonomy that were produced by the twelfth grade students at the first semester of MA Al-Hikmah Bandar Lampung in academic year 2018/2019. Based on the data analysis in Chapter IV, the researcher had made out the conclusions about the students' errors in using simple past tense in speaking. Here are the conclusions that the researcher found in her research.

1. The types of errors that were produced by the twelfth grade students at the first semester of MA Al-Hikmah Bandar Lampung in academic year of 2018/2019 in using simple past tense in speaking are omission, addition, misformation and misordering.
2. The total numbers of errors committed by students were 125 items. And the proportion (frequency and percentage) based on Surface Strategy Taxonomy.
 - a) The number of omission errors were 38 items (30.4 %)
 - b) The numbers of addition errors were 12 items (9.6 %)
 - c) The numbers of misordering errors were 67 items (53.6%)
 - d) The number of misformation errors were 8 items (6.4%)
3. The sources of students' errors that were produced by the twelfth grade students at the first semester of MA Al-Hikmah Bandar Lampung in

academic year of 2018/2019 in using simple past tense in speaking are interference errors, intralingual errors and developmental errors. The intralingual errors are shown in use of overgeneralization, incomplete application of rules, ignorance of rule restrictions and false concept hypothesized. The interlingual errors can be seen in forms of word to word translation and wrong words choice. Based on the result of the research, it was found that the greatest source of errors made by students is overgeneralization.

B. Suggestion

The suggestions of this research were as follows:

1. The students
 - a) The researcher hopes the students should increase their effort in improving their knowledge in learning English especially in speaking and using simple past tense, they have to speak up.
 - b) When they are in the classroom or in the other condition, they have to try to speak English in their daily activity, because the foreign language is not as simple as like mother tongue. There are many rules that have to be obeyed.
 - c) The students should increase their speaking skill in using simple past tense. And they also have to improve their skill in pronouncing the words, one way to increase their skill in speaking, the students have to speak up using English as often as they can.

2. The English Teacher

By knowing the students' errors can give benefit as feedback in teaching learning process in the classroom because through the errors analysis they can know the students' progress in learning English. So it can be used to evaluate and as consideration to choose the suitable technique to teaching speaking in the future. The teacher should inform types of the errors which made by the students and explain the parts of the errors based on surface strategy taxonomy. These are; omission, addition, misformation, misordering. So, the students may realize what kind of errors they commit. It may give them motivation in learning English more. Another thing, the teacher may give remedial session for teaching speaking, especially the errors that most students make.

3. The readers

Grammar is the important part to compose a sentence or an utterance. Someone cannot arrange sentence or utterance without mastering grammar. The researcher also hopes that this study can give a contribution for readers, especially the English Department students who are interested in analyzing the errors. Furthermore, it is hoped for further researcher to conduct similar themes of the study, which not only focuses on speaking and grammatical errors, but also on the other aspect both of them.

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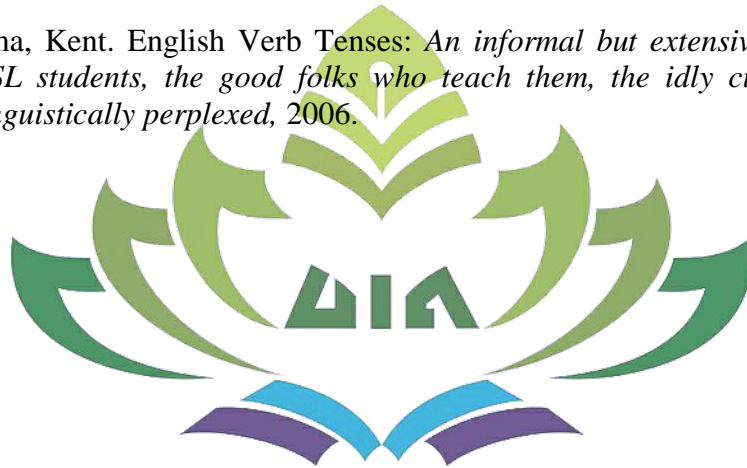
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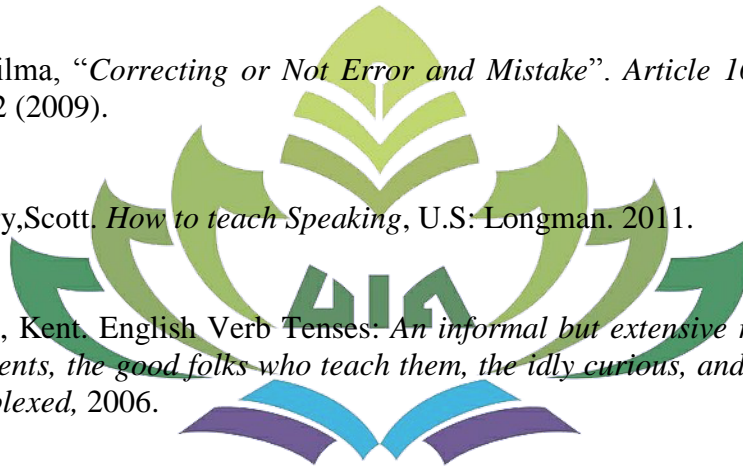
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APPENDICES



Appendix 1

Interview Guideline for Teacher in Preliminary Research

1. Would you tell me your experience in teaching English?
2. Do you find difficulties in teaching speaking?
3. What are the problems that usually made by the students in their speaking?
4. What do you usually do to solve the problems faced by the students in speaking?
5. What are the causes that make the students find difficulties in speaking?
6. Do the students get difficulties in using simple past tense in their speaking?

Interview Guideline for Students in Preliminary Research



1. Apa pendapat anda tentang bahasa Inggris?
2. Mengapa anda belajar bahasa Inggris?
3. Apa yang anda lakukan untuk meningkatkan kemampuan bahasa Inggris anda?
4. Apakah menurut anda belajar bahasa Inggris sulit? Mengapa?
5. Dari empat keterampilan bahasa Inggris (listening, speaking, reading, and writing) yang mana yang paling sulit? Mengapa?
6. Apakah menurut anda speaking dalam bahasa Inggris sulit?
7. Apa yang membuat anda biasanya sulit dalam speaking?
8. Menurut anda apakah grammar itu sulit?
9. Apa yang membuat grammar menjadi sulit saat anda speaking?
10. Apakah anda menemukan kesulitan dalam menggunakan simple past tense pada saat speaking? Mengapa?

Appendix 2

Interviews Script of Teacher in Preliminary Research

Day/date/year : Tuesday, 5 January 2018

Interviewer : Bella Saputri

Respondent : English Teacher (Yayan Mulyana, S.Pd)

1. Maukah Anda menceritakan pengalaman Anda dalam mengajar bahasa Inggris?
2. Apakah Anda menemukan kesulitan dalam mengajar speaking?
3. Apa masalah yang biasanya dibuat oleh siswa dalam speaking mereka?
4. Apa yang biasanya Anda lakukan untuk memecahkan masalah yang dihadapi siswa dalam speaking?
5. Apa penyebab yang membuat para siswa kesulitan dalam speaking?
6. Apakah siswa mengalami kesulitan dalam menggunakan simple past tense dalam speaking mereka?

Answer:

1. Iya boleh. Saya mengajar bahasa inggris sudah sembilan tahun dan menghadapi siswa dari kelas yang berbeda-beda. Kalo sekarang ini saya hanya mengajar dikelas XII dan kelas XI.
2. Tentu saja ada. Khususnya mengajar speaking. Sangat sedikit sekali siswa yang mampu dalam hal berbicara bahasa inggris. Sebagian besar siswa memiliki kesulitan yang menonjol ketika mereka diberikan tugas speaking.
3. Siswa masih sulit mengeluarkan ide-ide karena memang vocabulary nya masih minim, beranggapan sulit siswa menjadi malas untuk mencoba dan takut salah.
4. Sejauh ini hanya mengingatkan untuk belajar dan berani mencoba.
5. Itu yang belum saya ketahui, mungkin faktor kebiasaan atau lingkungan.

6. Tentu iya. Simple past tense ini kan biasanya cerita lampau, siswa masih sulit membedakan penggunaan tenses terutama perbedaan dari kata kerja yang digunakan dan penyusunan kalimat yang sesuai tata bahasa terkadang masih kurang tepat.



Appendix 3

Interviews Script of Students in Preliminary Research

Day/date/year : Kamis, 18 January 2018

Interviewer : Bella Saputri

Respondent : M.Abizar, Dyah Ayu Sari, M.Vithor, Novita Laudya Efendi, Ria Saputri, Nuris Fadhilah, Miftahul Syukron, Resta Ayu Mellenia, Rahmawati, M.Muhyiddin Ghozin, Suci Mia Maulina, Vivi Rahayu, Al-Hadi Nur, Inayah.

1. Apa pendapat anda tentang bahasa Inggris?

Abizar : asik, sangat perlu didunia karena bahasa internasional.

Dyah Ayu : menyenangkan, seru.

Vithor : -

Novita : Menajubkan.

Ria : Bahasa internasional.

Rahmawati : Bahasa yang sulit tapi penuh semangat untuk mempelajarinya.

Nuris : Bahasa inggris itu bahasa internasional.

Syukron : Bahasa yang bagus karena dijadikan bahasa internasional.

Restha : Menyenangkan ketika materi yang saya pelajari mudah dipahami dan mudah dimengerti.

Muhyiddin : Bahasa internasional yang penting untuk kita pelajari.

Suci Mia : seru, menyenangkan, kepentingan.

Al-Hadi : Bahasa inggris itu bahasa internasional.

Vivi : bahasa inggris itu seru, bisa tau bahasa asing dan kita bias mudah untuk pergi ke Negara orang.

Inayah : sangat menyenangkan, keren orang yang bisa bahasa inggris lancar dan pelafalannya benar.

2. Mengapa anda belajar bahasa Inggris?

- Abizar : karena bahasa inggris bahasa internasional.
- Dyah Ayu : karena bahasa inggris merupakan bahasa internasional.
- Vithor : untuk masa depan.
- Novita : agar bias berdialog dengan turis yang berkunjung ke Indonesia.
- Ria : agar dapat berbicara bahasa inggris.
- Rahmawati : karena saya inggin bisa berbahasa inggris dengan baik dan benar.
- Nuris : karena saya suka bahasa inggris.
- Syukron : agar bisa bahasa inggris
- Restha : Bahasa inggris pelajaran yang dibilang wajib untuk dipelajari karena bahasa inggris bahasa internasional yang dimana-mana kita harus bisa.
- Muhyiddin : Supaya bisa berbicara bahasa inggris.
- Suci Mia : karena bahasa inggris bahasa internasional dan banyak peluang pekerjaan yang menetapkan bahasa inggris sebagai salah satu syarat untuk pekerjaan.
- Al-Hadi : karena bahasa internasional dan ada mata pelajarannya.
- Vivi : agar kita tau dan mengerti bahasa inggris walaupun bukan bahasa Negara kita tetapi kita harus tau.
- Inayah : karena suka dan kebutuhan juga, soalnya kalo mau kuliah keluar negri harus bisa bahasa inggris.

3. Apa yang anda lakukan untuk meningkatkan kemampuan bahasa Inggris anda?

- Abizar : beradaptasi dengan lingkungan berbahasa inggris
- Dyah Ayu : menghafal kosa kata
- Vithor : main game
- Novita : berlatih berbicara dengan teman

Ria : membaca dan mencoba mengartikan
Rahmawati: banyak membaca buku bahasa inggris dan belajar kosa kata
Nuris : kursus dan praktek
Syukron : berlatih dengan teman
Restha : ikut privat, menghafal vocab, praktik berbicara dengan teman
Muhyiddin : menghafal vocab
Suci Mia : biasanya mendengarkan dan mengucapkannya
Al-Hadi : belajar dengan membiasakan berbicara
Vivi : menghafal vocabulary
Inayah : menghafal kata-kata, belajar speaking dan juga menulisnya

4. Apakah menurut anda belajar bahasa Inggris sulit? Mengapa?

Abizar : sulit
Dyah Ayu : sulit, karena bahasanya sulit diucapkan
Vithor : tidak, jika dengan bermain game
Novita : tidak, karena saya menyukainya
Ria : sulit
Rahmawati: sulit terkadang
Nuris : tidak, karena mudah dipahami
Syukron : tidak, karena saya menyukainya
Restha : sulit, tapi bisa berusaha untuk mempelajari
Muhyiddin : sulit sekali, karena kata-katanya susah
Suci Mia : tidak, bahasa inggris salah satu mata pelajaran yang saya suka
Al-Hadi : sulit, tapi tidak sulit kalo mau belajar
Vivi : sulit, karena bukan bahasa sehari-hari
Inayah : sulit, karena bahasa inggris itu tulisannya sama tetapi pengucapan beda

5. Dari empat keterampilan bahasa Inggris (listening, speaking, reading, and writing) yang mana yang paling sulit? Mengapa?

Abizar : speaking

Dyah Ayu : speaking dan listening, karena berbicara dan mendengar bahasa Inggris tidak semudah mendengar dan berbicara bahasa Indonesia.

Vithor : listening dan speaking, sulit

Novita : writing, tidak tau penulisannya

Ria : speaking, susah mengucapkannya

Rahmawati: speaking dan writing, tulisan dan pengucapannya berbeda

Nuris : semuanya sedang

Syukron : writing, karena tidak tau tulisannya

Restha : listening dan speaking, harus teliti dalam mendengar dan membedakan kata-katanya

Muhyiddin : speaking dan listening, bisanya saya bingung

Suci Mia : speaking, karena kata-katanya susah

Al-Hadi : speaking dan listening

Vivi : speaking, karena harus tau vocabnya dan butuh waktu lama

Inayah : speaking, karena belum bisa pengucapannya

6. Apakah menurut anda speaking dalam bahasa Inggris sulit?

Abizar : sulit

Dyah Ayu : lumayan sulit

Vithor : iya, karena tidak terbiasa

Novita : terkadang sulit

Ria : lumayan

Rahmawati: sulit

Nuris : sedikit sulit

Syukron : sulit

Restha : sedikit sulit

Muhyiddin : sulit

Suci Mia : Iya sulit

Al-Hadi : sulit

Vivi : sulit, karena perlu memikirkan vocabnya

Inayah : sulit, karena tidak terbiasa

7. Apa yang membuat anda biasanya sulit dalam speaking?

Abizar : banyak yg susah

Dyah Ayu : bahasanya dan kosa-kata

Vithor : kosa-kata

Novita : kata-katanya

Ria : tata bahasanya

Rahmawati: cara pengucapan dan grammar

Nuris : tidak terbiasa

Syukron : kata-katanya dan artinya

Restha : belum terbiasa dalam pengucapannya

Muhyiddin : susunan katanya

Suci Mia : tata bahasanya

Al-Hadi : tidak tau kosa-katanya dan rumusnya

Vivi : memahaminya

Inayah : tidak terbiasa dan kata-katanya susah

8. Menurut anda apakah grammar itu sulit?

Abizar : iya sulit

Dyah Ayu : iya

Vithor : iya sulit

Novita : sulit

Ria : lumayan

Rahmawati: iya sulit

Nuris : tidak begitu sulit

Syukron : lumayan

Restha : sedikit sulit

Muhyiddin : sulit

Suci Mia : lumayan sulit

Al-Hadi : sulit

Vivi : sulit
Inayah : iya lumayan

9. Apa yang membuat grammar menjadi sulit saat anda speaking?

Abizar : tata bahasanya yang sulit
Dyah Ayu : karena susunannya
Vithor : sulit membedakan kata kerjanya
Novita : sulit mengartikannya
Ria : sulit memahami
Rahmawati : bentuk katanya berubah-ubah
Nuris : mengingatnya
Syukron : sulit mengartikan
Restha : terlalu banyak tenses dalam speaking
Muhyiddin : tidak hafal rumusnya
Suci Mia : mengatur susunan kalimatnya
Al-Hadi : karena tidak tau
Vivi : tidak mengerti perbedaan tenses
Inayah : karena penyusunannya

10. Apakah anda menemukan kesulitan dalam menggunakan simple past tense pada saat speaking? Mengapa?

Abizar : iya, belum paham
Dyah Ayu : iya, susah menentukan kalimatnya
Vithor : iya, bingung membedakannya
Novita : iya, karena belum memahami
Ria : iya, terkadang bingung membedakan
Rahmawati : iya, karena bentuknya berubah-ubah
Nuris : iya terkadang
Syukron : iya, karena belum memahami
Restha : belum hafal rumusnya dan terbolak-balik
Muhyiddin : iya, sering terbolak-balik

Suci Mia : iya, karena kurang paham

Al-Hadi : iya, belum mengerti

Vivi : iya, tidak mengerti

Inayah : iya, sulit membedakan mana yang lampau, sulit membedakan
verb

Appendix 4

Monologue Task

Instruction:

1. Make a short monologue about the events that happen in the past, such as activities during school holidays, unforgettable memories, and vacation. The topics are going to somewhere interesting, a story about your bad/good day, and experience that changes your entire life.
2. Your monologue should contain at least 10 sentences.
3. Use simple past tense.

Directions:

1. Each person has 1-5 minutes to perform the monologue in front of the class.
2. Speak a loudly and clearly.

Good Luck

Appendix 5

The Transcription sheet for the recording

Monologue 1

Day and date : Tuesday, September 18th 2018

Name : SN

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Good morning class.
How are you today? I'm fine too thank you
Now I want tell story about memories will not be forgotten
Last time ago I want to go to school. But, my mother stop my motorcycle, because my mother get news if my grandma is die. I direct change my clothes, after that, after that, we are go to village.
When arrived there. I and my family very feel sad, because we are cannot see grandma for last time. And that, I and my family take care of corpse my grandma. And then, we are pray for grandma. After that, after that, we are go to place for last time my grandma. Em... this moment is very commotion, when my grandma meddle in grave. We are very very sad. But all of us have explained his departure. Until now, I still remember memories with him. Emm... I will never forget all those memories. That's a memory that I will never forget during my life. Hope we can meet grandma n heaven. Aamiin..
Thanks for your attention, wassalamu'alaikum.wr.wb.

Monologue 2

Day and date : Tuesday, September 18th 2018

Name : MMS

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamu'alaikum.wr.wb.
I'm here, I want to tell story on my holiday.
On idul adha holiday, I with my friend no go home. We are spend holiday together with little story. Begin with playing in warnet together. Until we feltl very hungry together. In waret, we always stay up the night only for playing game. We got passionate from playing in warnet. After playing game in warnet, we go to Islamic boarding school to take a rest. After sleep so long, we are begin get up one by one. Because we felt hungry, we looking for food in Islamic boarding school apparently there is no food. My stomach so sick.
Thanks wassalamualaikum,wr.wb

Monologue 3

Day and date : Tuesday, September 18th 2018

Name : FFN

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb.
Good morning all. How are you today? I'm fine too.
I'm here I want to tell my story on holiday. I'm sorry if my story is short.
My holiday I went with my old friend at a Tourist Park Muara Indah Kota Agung Tanggamus. Some time ago, this is very happy. We were selfie-selfie, after that we buy meatballs. Next day, I with my brother and sister at night new year. We were to roast fish and I'm so happy. Because, I fear together with my family. Late on, when my friend and I vacation together. I visit my friend house at Talang Padang Tanggamus. There, we can have fun holiday together. And when it arrived at home in 06.00 p.m. We planned for playing for play at night, but there was something that made us to go that night. Because we had to guard my friend cousin. There we felt lonely if we were not at home. So, we just vacation at home.
Wassalamualaikum.wr.wb.

Monologue 4

Day and date : Tuesday, September 18th 2018

Name : DAS

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb.
Hello my friend. How are you?
I would like to tell my story on holiday.
I was so happy on holiday, because I and my family went to the Pahawang island. An island located in Punduh Pidada, Pesawaran, Lampung province. To visit the lot of beauty, beautiful scenery, hius of green tress, white sand beaches, crystal, clear, and fresh sea water are all. I can enjoy on the island. After we entered the Pahawang island, we must pay in the loket. My brother and I were so excited to see them. We were so happy and can playful. I can visit to Tanjung Putus, Tanjung Putus can only seen during low tide because when the tides rise, this natural bridge will be under water. Tanjung Putus region is also one of the favorite diving spot for visitors. My family and I visited small Pahawang island could be reach approxiamatly 10 minutes from big Pahawang island. My family and I stayed at Pahawang big island because mostly locals live there. We went and got ice cream but we decided. We were too tired, so we droved straight home.
Thanks , wassalamulaikum.wr.wb.

Monologue 5

Day and date : Tuesday, September 18th 2018

Name : ARD

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. I would like to tell story about my holiday.
That time, holiday beginning semester. Holiday as other all felt boring when in my house and so I was not fun. This holiday I decided for did not come back to my house. I stayed in my friend's house. I went to Anis' house in Pesawaran City. That is my first experience holiday in my friend's house. We visited Marines Eco Park beside that, there had a beauty beach. We took a picture, played on water and played on rain. After that, we go to Indah's house. That it was not far from Ani's house. There, we meet her parents. We followed Indah family to go to hot water there. We boil egg and we ate in there. Unforgettable moment in Pesawaran City was in ani's

house the end. My friend and I went to our house for continue holiday.
Thank you.

Monologue 6

Day and date : Tuesday, September 18th 2018

Name : NF

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Hello friends,
Good morning, how are you today?
You are beautiful and hansom in this morning.
Okay, standing here I want to tell you about my love story with the title is Because of Long Distance Relationship.
My name is Nuris Fadilah. I have a special boy friend. I think my boy friend humorist and romantic boy. I'm very love him. We was have relationship 4 years. Sometimes, we were long distance relationship because I studied at Islamic boarding school. 3 years we were LDR, but I felt bad feeling. Did you know what happened? Because my relationship with him might run aground in the middle of the road in our anniversary for 4 years. I didn't know what happened? Suddenly, I hear bad news from my friend. She said that my boy friend was have a girl again. Did you know who is she? She is my best friend. Even though I'm very love her. I believe her as long as my sister. I usually story with her about him. But now, she told story with me about him. I was very sick.

Monologue 7

Day and date : Tuesday, September 18th 2018

Name : DA

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualikum.wr.wb.
Hello my friend. Good morning. How are you?
One day, in the area of my house, on 17th august celebrated. The seventy three years anniversary and livened the race. I take a part in a race. For

example, a balloons joget race. I complete with two friends. On the night of my peak and my friend became a child of the nation. Singing Indonesian songs and singing independence day. On the night of my peak and my friends were happy because they won first place. In the session the question from the committee was doorprize. I answered a question. And that gave a doorprize was the father of candidates from the democratic party. I was happy.
Wassalamualaikum.wr.wb.

Monologue 8

Day and date : Tuesday, September 18th 2018

Name : EH

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Hello friends. Good morning.
I want to tell you my little story about holiday.
Last holiday in Ied Mubarak Adha, I think did not very special. I called my holiday was bored. I just stayed at home without to go anywhere. Every day I just ate, slept, helped my parent, playing game with my nephew or playing phone. That was not very special. Whereas, my sister promised with me to go to beach, but she was deny it. I'm disappointed with her. I still happy with my holiday. Because, I can meet my parents, my family and my friends which I missed. I can do something that I like. Such as; reading wattpad, watching Korean drama and listen my favorite music. So, I thought that enough made me happy. Sometimes something that made me happy not always something special. Maybe can come from a little something. So, I still happy with my holiday. Thank you my friend for listen my little story.

Monologue 9

Day and date : Tuesday, September 18th 2018

Name : MNF

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Good morning guys. Today I would like to tell you about my holiday.
My holiday not go anywhere, but I just playing game with my friend in Islamic boarding school. On this holiday many my friends not go home because their home so far from Islamic boarding school. I spend my holiday together with my friend in Islamic boarding school. Sometimes, I feel so bored in my chamber Al-Biruni. And then, I go to warnet with my friend for playing game "Dota 2". I played game Dota 2 for upgrade my skill and my character became a stronger player on this game. I played game with my friend at all night on my holiday. And then, I slept at morning. I spend my holiday just playing game together. We did not go to beach or mountain, but we stayed in Islamic boarding school together. Ok thanks.
Wassalamualaikum.wr.wb.

Monologue 10

Day and date : Tuesday, September 18th 2018

Name : IAN

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Hello guys I want to tell you my little story about my holiday.
This was my experience four years ago. When I studied in junior high school. Every year my school did study tour from Jakarta to Bandung. I follow that tour, it was my unforgettable experience for me because I got holiday and knowledge. I was very happy. I don't know how to express. We did much thing in our tour. We went shopping in ciamis, ciater, gedung sate and tangkuban perahu mountain. There the air felt very cold. We took a picture to make a moment. My friend invite me taste batagor bandung. It was very delicious and I like it. I was o happy with my holiday and could forget my holiday. Okay thank you guys for listen my little story.

Monologue 11

Day and date : Tuesday, September 18th 2018

Name : NL

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. morning all. How are you today.
I want to tell you about my holiday on Palembang.
When I vacationed to Palembang in my grandmother's place.
Coincidentally there were customary and cultural marches. They display various kinds of Palembang traditional clothing and Palembang culture arts. I saw customary and cultural marches from in front of my grandmother's house. Those who followed the parade waved at us who watched on the side of the road. I am comforted by the traditional and cultural marches in Palembang. And not to forget I also took pictures with people wearing parade clothes. After tired of seeing the parade we went to the meatball shop and ate together. Next day we swimming in the beach with all family. Ok thanks for attention.
Wassalamualaikum.wr.wb.

Monologue 12

Day and date : Tuesday, September 18th 2018

Name : SA

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. good morning my friend. How are you?
I want to tell the story on holiday.
I was so happy on holiday because I like touring. My family and I visit many kinds of places. On holiday my family and I went to mutun island. An island located in pesawaran district to visit the lot of beauty, beautiful scenery, white sand beaches, crystal, clear, and fresh sea water were all. We can enjoy on the island. After arrived my family and I eat in the seashore. Next my family and I swam in the beach. We were play banana boat. We fall on the water. After that we try to play again and again but we fall and fall again. Than my family and I laugh together. After that we changed our

dress. Next we took picture in the seashore. Than my family and I went to home with happy feeling.
Thank you. Wassalamualaikum.wr.wb.

Monologue 13

Day and date : Tuesday, September 18th 2018

Name : LAR

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

I want to tell about my little story.

Three years ago, I was in the ninth grade of junior high school. The requirement to graduate at my school is quite a lot. Starting from memorizing at least 2 juz working on a minimum of 100 questions per day. Until they become students serving in the remote villages in the village. A week without holding a telephone and staying at someone's house is not easy for me. Because it is my first time away from parents and living with other people. Every day there we had to get up early at 4 a.m for tahajud prayer. Followed by going to the mosque together to perform morning prayers. Almost every house there has a dog. Once I woke up at night because of a barking dog. At that time I didn't think about strange things and continued to sleep. The myth is when a dog sounds at night, there is something magical. A few days earlier when my friends and I in the front row screamed in shock because according to their confession there was something white right in front of them passing them quickly. Thank you for your attention. Wassalamualaikum.wr.wb.

Monologue 14

Day and date : Tuesday, September 18th 2018

Name : RS

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. I would like to tell the story.

Three days ago, my friend and I went to the traditional market to buy some fruits and vegetables. In that market, I see an accident, there was so

terrible. I didn't want to take closer and see. A few minutes later, police came and took him. I ask to the fruits seller what had happen actually and she said that the thief tried to steal someone's wallet but he was unlucky. Someone see him and shouted loudly and suddenly some people roughed him up hardly. It was a pity event and I hoped it would never happen again.
Thank you. Wassalamualikum.wr.wb.

Monologue 15

Day and date : Tuesday, September 18th 2018

Name : AM

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. I want to tell my story.
Two years ago I went to tanggamus mountain. It was the first time I climbed the mountain. I do it with some of my friends. We start climbing at 08.00 p.m. it is so dark and we only used flashlight to get the way. I felt no worry because all of my friends were professional climber. I just followed their instruction. We climbed slowly and enjoy the night there. We were not alone. There were a lot of people who reached that top before us. We waited the sun rises by cooking some food and making some hot drink to get back our energy. We sang some songs together, shared stories and got acquainted with people there. However, it was great experience I had ever done so far.
Thank you for your attention. Wassalamualaikum.wr.wb.

Monologue 16

Day and date : Tuesday, September 18th 2018

Name : RM

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb.
Hello friends. I would like tell my story. Please attention.
When my mother's had a stroke. At first I didn't understand what it was.

After month I just understood everything turned out to be a disease that paralyzed my mother's organs. After hearing everything I felt sad, I asked my father "Dady, why can be like that?" my father just paused by starting at my face with a sluggish face. After a few years of the disease, my mother was given a test again, a very deadly disease of heart disease. My body trembled to hear it. I can't say anything. During the fourth year my mother held back the disease. She arrived, she left me just like that. There is not a single message from her for me. But I let her go because I loved my mother. Only she is a woman who can understand me. Maybe this is the path of destiny that Allah made for me, I sincerely accept it. I miss my mother's love.
Thank you. Wassalamualaikum.wr.wb.

Monologue 17

Day and date : Tuesday, September 18th 2018

Name : MU

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb.

Good morning guys. I want to tell story about my holiday.

One day I and my family go to Yogyakarta. I feel so happy and enjoy in Yogyakarta. I and my family visit gembira loka zoo. In gembira loka zoo we were very happy. Next day I and my family visit in prambanan. We buy food and drink. We were very tired and go to home. Thank you.
Wassalamualaikum.wr.wb.

Monologue 18

Day and date : Tuesday, September 18th 2018

Name : MVA

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. I'm here. I want to tell my story.

One of my favorite things in junior high school.

One day at the camping time, we all gather at the school first before we

went together at the camping area. We were grouped in teams and each team has its own tent. We went to the camping areas by bus. At the afternoon we have already been there. We built our own tent before we continue the activities. After building the tent, bathing, and having a break, we start the rundown of the activities. We all, every team scattered into the jungle to find the letters in a bottle. Anyway, I never afraid of that but I was so happy seeing some of my friends screaming and running. I laughed loudly at that event because I think both of the ghost and the victims were totally funny. The ghost never frightened us who were not afraid, but they will run after them who were too afraid. That was so fun experience that I had in junior high school.

Monologue 19

Day and date : Tuesday, September 18th 2018

Name : AFM

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. I want to tell story.
One day when I was at third grade, we all get bad news. Our best teacher passed away because of cancer in his head. We are so sad. There was no class that day. All teachers and students went to mourn and gave our last honour to him at the funerary event. We all are crying. We all praying for him. He lft us forever but leaved a good knowledge for us to learn math in a good way. Thanks for him, for his kindness and wisdom as our teacher and also our father. I very missed him. Thanks. Wassalamualaikum.wr.wb.

Monologue 20

Day and date : Tuesday, September 18th 2018

Name : CH

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. I want to tell story about my holiday.
I spend my last holiday time visiting my uncle's home at Mesuji. I stayed there for 5 days and during that day I visited some tourism places. The

most favourite place for me when I at Taman Kehati. I loved it because I am an animal lover. The ticket to enjoy the whole part of the park which are secret zoo and eco green park is only 10k. That is not too expensive for the pleasure I got. I can enjoy any kinds of animal around the world which I never see some of them before. It is a very nice school holiday. Thanks.

Monologue 21

Day and date : Tuesday, September 18th 2018

Name : TA

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb.
I'm here. I want to tell my vacation.
Vacation in my hometown. During school holidays I returned to my hometown and there I met family and friends. After 3 days I on vacation in the yard. I and my friends play to one of the putrid malu waterfall in way kanan of bajit district. Because it is almost two years since I played there. I and my friends almost played for 4 hours because the waterfall was very pleasant and very majestic and not satisfied for 1 hour there.
Thank you for your attention.

Monologue 22

Day and date : Tuesday, September 18th 2018

Name : MAG

Topic : The event that happen in the past, such as activities during school holidays, unforgettable memories and vacation.

This following sheet is for transcribing the students' monologue after recording:

Assalamualaikum.wr.wb. hello. How are you? I'm fine thank you.
Ok guys. I tell story on holiday in yayaan office.
One morning we went home from the warnet to Islamic boarding school by using my motorbike. The first to be delivered is sukron, akwan, vithor. Not long after sukron arrived and managed to deliver them. Next me, setiawan, viki. I ride the motorbike. When on the way it was cloudy and not drizzling

for long. At that time we were skepy. Not long after we arrived around the neighborhood at wisdom when turned the office of the foundation suddenly we fell off the motorbike and shut up instantly. And surprisingly I even thought of his levis pants not helping us who were hit by the motorbike. I suffered a leg injuring to my right knee and shoulder. Met only blisters. And finally I took his motorbike to the Islamic boarding school. That's our incidents during holiday. Wassalamualaikum.wr.wb.



Appendix 6

The student's list of class XII IPA

No	Students' name	Code	Gender
1	Ahmad Muafiki	AM	L
2	Arif Fran Maulana	AFM	L
3	Amelia Ristika	AR	P
4	Chairunnisa	CH	P
5	Diah Agni Subekti	DAS	P
6	Dyah Ayusari	DA	P
7	Emilia Hidayah	EH	P
8	Fadhilah Amanda Sari	FAS	P
9	Fitri Fajria Ningsih	FFN	P
10	Indah Arum Novita	IAN	P
11	Irfan Hayat	IH	L
12	Lely Azzahwa Rahmawati	LAR	P
13	M.Abizar Ghiffari	MAG	L
14	M.Ikbal	MI	L
15	M.Miftahul Sukron	MMS	L
16	M.Nur Faizyain	MNF	L
17	M.Vithor Al Faqih	MVA	L
18	Maya Utami	MU	P
19	Novita Laudya	NL	P
20	Riya Saputri	RS	P
21	Roza Mafitri	RM	P
22	Santi Asyifa	SA	P
23	Syarifah Nadya	SN	P
24	Torik Aziz	TA	L
25	Nuris Fadillah	NF	P
26	Nurfawas Hadi	NH	L
27	Akbar Isman	AI	L
28	Bagus Tama Hamka	BTH	L